



## 2025 CCCC Elections

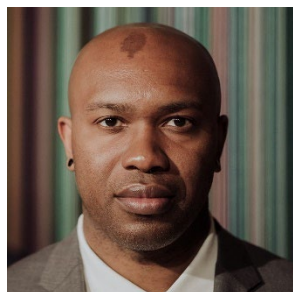
The biographical information concerning nominees' past and present service to CCCC, NCTE, and other professional associations was supplied by the candidates and is printed for the convenience of members. At the request of the CCCC Officers, candidates for Assistant Chair submitted expanded biographical 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 2024. The CCCC Nominating Committee this year consists of:

Marcela Hebbard, Chair, The University of Texas Rio Grande Valley  
G. Edzordzi Agbozo, University of North Carolina Wilmington  
Laura L. Allen, York University  
Jacob Babb, Appalachian State University  
Marilee Brooks-Gillies, Alma College  
Frankie Condon, University of Waterloo, Ontario  
Joanne Baird Giordano, Salt Lake Community College, UT

### 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.**



**Donnie Johnson Sackey** (he/his/him) Associate professor of rhetoric and writing, University of Texas at Austin. **Present Positions:** Treasurer, ATTW; co-coordinator, Graduate Research Network; delegate, MLA Delegate Assembly; member, MLA RCWS Writing Pedagogies; managing editor, *enculturation*; nonresident fellow, Center on Global Energy Policy at Columbia University. **Formerly:** Member, CCCC Gloria Anzaldúa Rhetorician Award Committee; CCCC Stage 1 and Stage 2 reviewer; co-chair, CCCC Taskforce on Support for Gender Diversity/Trans and Nonbinary Students and Faculty; co-chair, 2022 ATTW Virtual Conference; program & proceedings co-chair, 2022 SIGDOC Conference; chair, CCCC Braddock Award Committee; co-chair, CCCC Queer Caucus; member, CCCC Task Force on Black Technical Communication; member, CCCC Braddock Award Committee; member, CCCC Outstanding Dissertation Award in Technical Communication Committee; member, CCCC Executive Committee; member, MLA RCWS History and Theory of Rhetoric Committee; standing panel co-chair, CCCC Queer Caucus; member, CCCC James Berlin Outstanding Dissertation Award Committee; member, CCCC Resolutions Committee; member, CCCC Stonewall Service Award Committee. **Areas of Expertise:** Community engagement, environmental rhetoric, technical communication. **Memberships:** NCTE/CCCC Black Caucus, CCCC Queer Caucus. **Awards:** Raymond Dickson Centennial Endowed Teaching Fellowship, University of Texas at Austin; Sompayrac Alumni Award, University of Tennessee at Chattanooga; President's Award for Excellence in Teaching, Wayne State University. **Publications:** *Trespassing Natures: Species Migration and the Right to Space* (2024); numerous book chapters and articles published in *Communication Design Quarterly*, *Computers & Composition*, *Review of Communication*, *Rhetoric Review*, *Rhetoric Society Quarterly*, *Technical Communication Quarterly*. **Program Contributions:** Presentations at ATTW, CCCC, C&W, IPCC, MLA, SIGDOC, RSA.

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

I have been a member of CCCC since 2007, when I attended and presented at my first conference as an undergraduate student in New York City. In that period, I have regretfully missed one meeting. CCCC has been the one professional organization that has supported me as a professional as it has offered me so many opportunities to serve as a leader. Within the organization, my service has spanned a wide range of leadership, committee, and mentoring roles that reflect my ongoing commitment to equity, pedagogy, and disciplinary growth. I have served as a member of the Executive Committee, co-chaired the Task Force on Support for Gender Diversity/Trans and Nonbinary Students and Faculty, and held positions on multiple award committees, including the Braddock Award Committee, the Outstanding Dissertation Award in Technical Communication Committee, and the Stonewall Service Award Committee. My organizing within the Queer Caucus, both as co-chair and standing panel co-chair, underscores a sustained investment in supporting inclusivity within our 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 in the profession?**

My work across research, teaching, and service actively supports CCCC's mission by advancing equity, access, and justice in rhetoric and writing. As a scholar, I focus on developing technical interventions that foster healthier relationships between people and their environments, addressing systemic issues in environmental justice through writing and design. In the classroom, I center students as community leaders, encouraging them to tackle wicked problems through rhetorical action and asset-based approaches to learning. My pedagogy values student agency, interdisciplinary engagement, and critical reflection, aligning with CCCC's vision of inclusive, justice-oriented teaching. In service, I've led initiatives like the CCCC Task Force on Support for Gender Diversity and served on numerous award and executive committees, consistently advocating for historically marginalized voices in our field. These experiences reflect my personal strengths in collaborative leadership and coalition-building. Whether through designing courses that engage students in public scholarship or contributing to national conversations on Black technical communication, I remain committed to making tangible change in rhetoric and writing studies—change that echoes CCCC's commitments and builds a more just future within and outside our profession.

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

As higher education faces intensifying legislative scrutiny—particularly targeting trans students, faculty, and staff, and efforts to teach critical race and social justice-oriented frameworks—CCCC must respond with leadership that not only affirms its values but mobilizes its collective strength to protect our members. My work in environmental justice and community engagement reflects an unwavering commitment to justice-driven scholarship, research, and service. I seek this office to expand infrastructure for members within our organization to resist these assaults. In a time when writing and rhetoric are weaponized in service of disinformation and exclusion in public life, CCCC must loudly promote the public relevance of our work not simply for “workforce development” but rather for spotlighting how writing shapes matters of environmental sustainability, public health, voting rights, and economic agency. These are all matters of justice. And as Cornel West says, “Justice is what love looks like in public.” When we extend love beyond the private into the public, we begin to imagine how institutions can change—how we can redesign institutions around love—in education, environment, and health. I seek this office because I believe that public enactments of care, solidarity, and respect still matter.



**Timothy Oleksiak** (he/they) Associate professor of English and Professional & New Media Writing Program director, University of Massachusetts Boston.

**Currently:** Associate chair of Faculty Council (UMass Boston). **Formerly:** Member, CCCC Executive Committee; Newcomers' Welcoming Committee; Structures and Processes Working Group; co-chair, CCCC Virtual Institute; Task Force leading to the Statement on Support for Gender Diversity/Trans, Two-Spirit, and Nonbinary Students, Staff, and Faculty; CCCC Book Award; Lavender Rhetoric Awards; CCCC Stage 1 and 2 reviewer; CCCC proposal coach. **Areas of Expertise:** Queer feminist rhetorical theory and writing pedagogy. **Memberships:** NCTE/CCCC, Coalition of Feminist Scholars,

Rhetoric Society of America (lifetime). **Publications:** Coeditor, *Adequate: Rewriting the Logics of Success in Rhetoric and Composition* (2026); *CCCC Convention Companion Publication*; special issues/sections of *College English* (on informed refusals, forthcoming); *QED: A Journal of GLBTQ Worldmaking* (on queer generosity); *Peitho* (on queering rhetorical listening); articles/chapters: CCC, CE, *Pedagogy, Composition Studies, ADE Bulletin; Peitho; Pre/Text; Rhetorica Rising!* (forthcoming), *The Routledge Handbook of Contemporary Feminist Rhetoric*, *The Routledge Handbook of Queer Rhetoric*, *The Cultural Impact of RuPaul's Drag Race, Reinventing (with) Theory*. **Media Appearances:** *Pedagogue; The Big Rhetorical Podcast*. **Program Contributions:** CCCC, NCTE, RSA, IWAC, WRAB-III, MLA. **Awards/Honors:** Stonewall Service Award; Lavender Rhetorics Award (honorable mention).

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

At first, simply put, it did not. I attended my first CCCC Convention in 2008, and I was alone and isolated from all the community I experienced around me. I went to every session because what I saw excited me, but for several CCCC Conventions after, I was still finding my way and trying to figure it out. In 2013, during a CCCC Convention session on leadership, I received the advice I've repeated as often as I can: show up, ask for work, follow through, repeat. I have since learned to add the following: listen carefully and bring a friend. CCCC, in other words, has been a deep experience of mentorship and only later, friendship. I have developed as a teacher-scholar who serves precisely because leaders at CCCC have supported me, given me work, asked me to step up, and given me their time. I want that for everyone—to experience that awe of belonging and connection. It's what drives 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 in the profession?**

My scholarly work is informed by queer feminist rhetorical theory and a commitment to writing pedagogy. And so it is with these traditions pushing me and holding me that I have come to believe that CCCC is a community as powerful and complicated as the public university where I work, the neighborhoods where I reside, and the classrooms where I teach. As with any community, identifying the absent, the unspoken, the ignored, and the deferred, and then deliberating with greater attunement to these things is part of the way I lead.

Consider that, as recently as 2022, CCCC did not have a way to recognize nontraditional queer scholarship. As chair of the Lavender Rhetorics Award Committee, I proposed a "nontraditional scholarship" category, refined the ideas with committee members that year, and then proposed it to the EC for implementation. CCCC now recognizes such scholarship.

The habits of service I developed primed me for the work of developing the first CCCC Virtual Institute, the structure of which was guided by equity, accessibility, and inclusion. With my co-chair and with insight from CCCC officers and the Executive Committee, we built a fiscally responsible, creative, collaborative, deeply needed virtual experience for our members.

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

Leadership and members of CCCC should act as if what we want for this organization is possible and move forward with informed risk-taking. With this energy driving me I'd like to

1. audit the internal documents that guide CCCC. A task force should turn attention to internal documents and align them with the profession's best thinking about social justice, antiracist, and disability access. The results of this work should be open-access, accessible documents articulating the operation of our organization and all its parts.
2. normalize and make publicly available meaningful reporting structures. Leadership and member groups should fall into a rhythm of reporting that ensures voices are heard and accountable to each other. To support members, leaders need to know what members need. These needs should be documented and accessible for others as a practice of accountability and continuity.
3. continue the work of restructuring our Annual Convention. Since my time on the Executive Committee, it is clear that CCCC is committed to reconsidering what conferences can be in an era of diminishing resources and continued travel and health risks. Any changes must consider retention and expansion of membership. Restructuring that loses membership would be detrimental to our organization.

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



**Tiane Donahue** Professor of linguistics, Dartmouth College, NH; distinguished professor, Université de Lille, France; member, CWPA Consultant-Evaluators, CCCC Transnational Composition and IRC Standing Groups, research labs Théodile (France) and Luddes (Belgium;), CCCC Executive Committee.

**Formerly:** Director, Dartmouth Institute for Writing and Rhetoric; chair, International Society for the Advancement of Writing Research; CCCC Committee on Globalization; Stage I reviewer. **Areas of Expertise:** Transnationalism; multi- and translingualism; discourse analysis; longitudinal research. **Memberships:** NCTE-CCCC, ISAWR, EARLI-SIG Writing, LSA.

**Awards:** Fulbrights (2009; 2020). **Recent Publications:** Coeditor, *Teaching and Studying Transnational Composition* and *The Expanding Universe of Writing Studies: Higher Education Writing Research*; articles in *Composition Forum*; *Nueva Revista del Pacífico*; *Journal der Schreibwissenschaft*; *RTE*; *CCC*. **Program Contributions:** Presentations at CCCC; WRAB; EARLI.

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

I have presented for decades at the CCCC Convention and served in multiple CCCC roles. CCCC is my professional home—but not my only one. I have worked, taught, and carried out research outside the US for 43 years and want to bring that rich experience to support CCCC's future.

#### 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 in the profession?

In the world context, writing instruction looks different in different places, and global scholars bring new research models to the table. Integrating fully with the world-wide scene of higher education writing research and teaching helps us take a hard look at what we do and why. CCCC can feel insular, inward-US-focused, to global scholars and organizations, while the world has become ever more interconnected. For both pedagogy and research, our future depends on collectively strengthening ourselves by decentering ourselves. Not doing so hurts our growth as an organization.

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

This global focus intersects productively with second language writing research, linguistics, cognitive work, corpus analysis, and many other key approaches used more outside traditional composition-rhetoric than within. At this critical time for CCCC, these moves can enable deeper partnerships, vital synergies, and transformative insights from other disciplines. I will use my recent experience as general

EC member, experience in a wide range of higher education institutions, and understanding of our organizational structure to represent the many concerns and priorities of CCCC members about key global questions.



**Analeigh E. Horton** (she/ella) Assistant professor, assistant director, Writing Program, Fairleigh Dickinson University, NJ; chair, Second Language Writing Standing Group (SLW SG); proposal coach, reviewer, CCCC. **Formerly:** Associate chair, outreach coordinator, SLW SG; documentarian, CCCC; Fulbright. **Areas of Expertise:** Literacy; SLW; Writing Across the Curriculum (WAC). **Memberships:** Council of Writing Program Administrators (CWPA); Association of WAC. **Awards:** K. Patricia Cross Future Leaders finalist, American Association of Colleges & Universities (AAC&U); CWPA Graduate Research. **Publications:** *The WAC Journal*, *Journal of Writing Assessment*, *Composition Forum*, *Across the Disciplines*, *Computers and Composition*; in progress, *Mental Health in Writing Programs* (Ed.). **Program Contributions:** Symposium on SLW; International WAC; CWPA; TESOL.

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

At the 2025 CCCC Business Meeting, I seconded a motion which requires saying one's name and state. I said a state I haven't lived in for years. The transcript reveals me not noticing, then realizing, then recanting my statement in real time amidst my peers' friendly laughter. Home—CCCC—is being able to contribute and make mistakes(!) in our teaching, research, and service all while having the ongoing support of hundreds of colleagues united in our shared 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?

My experiences of unknowing academic literacies guide my teacher-scholar-administrator-activist ethos. I never envisioned myself in academia. It's been challenging to learn the ways of the university; I know it's even more challenging for multiply marginalized students and scholars. I ground my leadership in pursuit of open, equal access to education. I "pay back" my mentors who taught me how to succeed 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 have served in the Second Language Writing Standing Group's leadership since 2021, pioneering new outreach and participation efforts. As both a leader in ours and participant in others, I affirm SGs' power to connect CCCC members and forward our groups' goals. I seek to advance and network SGs' public interests and activism, needed now more than ever, through committee work and liaising with CCCC groups, task forces, and SGs, especially for public-facing engagement like position statements.



**Jason Snart** (he, him, they) Professor of English and department chair, College of DuPage/COD; founder and editor of *Effective Practices*, Global Society of Online Literacy Educators/GSOLE; Diversity, Equity, and Inclusion Committee, Two-Year College English Association (TYCA).

**Formerly:** Associate chair, CCCC OWI Standing Group (2023–2025), CCCC OWI Committee (2013–2017). **Areas of Expertise:** Blended learning; augmented/virtual reality. **Awards:** League for Innovation Excellence Award (2020/21); Outstanding Full-time Faculty (COD, 2020/21); GSOLE Research Fellow (2022/23). **Publications (selected):** Coauthor, *State of the Art of OWI* 2021; "Online Writing Instructors as Web Designers"; "Hybrid Learning at the

Community College"; "Hybrid and Fully Online OWI"; coauthor, *Making Hybrids Work* (NCTE); *Hybrid Learning*.



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

I'm not sure that "home" is quite the right metaphor to describe my relationship with CCCC. "Home," to me, connotes a stable sameness. CCCC, for me, has in many ways been the opposite: my network of colleagues continues to grow. And the conference has been a venue that has challenged me to consider my positionality and the various privileges that afford me the many opportunities I've enjoyed over the years.

**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 aligns with the CCCC mission to support "diverse communicators" and to promote "evolving definitions of literacy." In particular, I cofounded the Global Society of Online Literacy Educators (GSOLE) and one of its peer-reviewed publications, *Effective Practices (EP)*. *EP* is committed to action-oriented, practice-based scholarship (another part of the CCCC mission) and is expressly designed to provide a space for those at teaching-centered institutions to participate in disciplinary conversations.

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

My skill set is well suited to a leadership role: I am detail- and action-oriented and capable of big picture thinking. I have been part of the CCCC OWI Standing Group since its formation (and I was part of the CCCC OWI Committee before that). My service in these roles makes a good liaison between CCCC standing groups and the executive board.



**Federico Navarro** (he/him) Full professor, Universidad de O'Higgins, Chile; editorial board, *Studies in Writing and Rhetoric* book series, NCTE; member of the editorial board of 20 scholarly journals. **Formerly:** Chair, Latin American Association of Writing Studies; co-chair, International Collaborations Committee, Association for Writing Across the Curriculum; steering committee, International Society for the Advancement of Writing Research; nominating committee, CCCC; editor-in-chief, The WAC Clearinghouse; dean, School of Education, Universidad de O'Higgins; invited speaker in 59 conferences across 16 countries. **Publications:** 53 research articles, 67 book chapters, and 15 books, including *Writing Studies in Latin America: Seminal Works*

(forthcoming).

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

Since attending my first CCCC Convention in 2012, I have had the opportunity to meet and collaborate with dozens of colleagues across North America. Together, we have conducted research, translated books into English and Spanish, and established associations and new editorial series. I have never encountered a community as eager and curious to engage with Latin American scholarship.

**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 mission has shaped my professional outlook. Foundational statements like *Students' Right to Their Own Language* and recent reports on writing and AI inform my understanding of writing in higher education. I have translated key works by Bazerman and Anson into Spanish and strive to uphold CCCC's vision in my own scholarship, including my recent book *Writing and Inclusion in Higher Education*, published in Spanish.

I have served in global writing associations such as AWAC, CCCC, ISAWR, ALES, and NCTE. My focus has been on connecting colleagues, institutionalizing efforts, and mentoring early career scholars. I believe my main contribution is fostering the transnationalization of networks and developing sustainable, innovative processes that can endure beyond my own participation.

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

With experience on the Nominating Committee, an NCTE book series, and three Standing Groups, I am prepared to contribute to the Executive Committee. If elected, I aim to strengthen CCCC's ties with networks in Latin America, Europe, and beyond, and to enrich its conversations with diverse perspectives, practices, and epistemologies.

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



**Adam Phillips** (he/him/his) Associate director of FYC and assistant professor of instruction, University of South Florida, Tampa; member, CWPAA Outstanding Scholarship Award Committee. **Formerly:** Member, *Forum* Editor Search Committee; member, CWPAA Graduate Research Award. **Areas of Expertise:** GenAI, writing program administration, first-year writing, research methods. **Memberships:** NCTE, CCCC, RSA, CWPAA. **Publications:** Article in *Composition Forum* (Spring 2025); article in *Research in Online Literacy Education*. **Program Contributions:** Reviewer for CCCC; presentations at CCCC.

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

As a compositionist, CCCC has provided me with a venue to share my research and interests with a group of like-minded scholars. It has also provided me with ways to stay apprised of current scholarly topics and contemporary issues within the field. Since my first CCCC Convention in Tampa, I have always found our conferences and community to be both enlightening and engaging. CCCC's documents and statements have also helped guide my pedagogical and administrative philosophies.

**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 ways we teach students to communicate matter, and nowhere is this more important than in the classroom. CCCC has informed my pedagogical approach to instruction through its focus on literacy in a multitude of facets. Because of this, my classroom is a haven for learning how to communicate effectively across genres and platforms/media. This focus stems from my experience with CCCC and allows me to develop equitable courses that seek to educate all students.

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

I seek this office in order to become more engrained in CCCC and allow for those of us in more precarious employment position to feel seen and heard by the organization. If elected, I would like to facilitate a stronger connection to NTT faculty within the organization, such as by bringing attention to the material and administrative inequalities that pervade contingent faculty employment.



**Suchismita (Suchi) Banerjee** (she/her) Assistant professor of English, Indian River State College (IRSC), FL; English Department representative, IRSC Faculty Senate; faculty advisor, IRSC Writing Club; manuscript reviewer, *Frontiers*. **Formerly:** Proposal reviewer, CCCC 2022; documentarian, CCCC 2024; member, 2025 CCCC Research Impact Award Committee; adjunct faculty, Barry University, FL. **Memberships:** Member, CCCC-NNESWI Standing Group. **Awards:** Faculty of the Month (IRSC), recipient of Adobe Creative Scholar Award (IRSC), recipient of the Distinguished Colleague Award (Florida College English Association). **Publications:** *Approaches to Teaching the Works of Edwidge Danticat* (2019), coedited with Celucien Joseph, Danny

M. Hoey, Jr., and Marvin E. Hobson; *Teaching Transnational: Meanings, Methods, and Experiences* (forthcoming), coedited with Debjani Chakravarty and Samantha L. Vandermeade.

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

CCCC has given me numerous professional development opportunities that have benefited me as a teacher and scholar. CCCC has connected me with a vibrant community of scholars committed to equity, justice, and transformative teaching and to those faculty who teach at open-access institutions like mine. Through its conferences, mentorship opportunities, and SIGs, I've found space to share my research in cultural rhetorics and postcolonial theory, while learning from others who are doing pioneering work in community-engaged teaching and ethical use of AI in writing courses. CCCC has been very welcoming and supportive in my professional growth.

**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 postcolonial scholar, first-generation immigrant, and a faculty of color, I believe in the strength of diversity and inclusion in the classroom to make it a safe space for all, especially our vulnerable population. As a student-centric educator, my work supports the mission of CCCC by foregrounding cultural rhetorics and advocating for antiracist, inclusive pedagogies. My lived experience and academic training inform my commitment to justice, enabling me to contribute to meaningful, sustained change in the field and to help cultivate more equitable practices in writing instruction.

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

I have worked as adjunct faculty, so I'm aware of the invisibility of part-time labor in academia. I want to advocate for greater visibility, equity, and support for contingent faculty. If elected, I will advocate for pay equity between full-time and contingent faculty, promote equitable labor practices, and enhance respectability and acknowledgment for contingent labor in WPA.

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**Executive Committee: At-Large Member  
(Vote for two)**

**Jason Tham** (he/they) Associate professor and assistant chair of English, Texas Tech University; vice president, CPTSC; editor, *Computers and Composition*. **Formerly:** Associate editor, *TCQ*. **Areas of Expertise:** Rhetoric, design, technology. **Memberships:** CCCC, CPTSC, ACM-SIGDOC. **Awards:** CCCC Best Original Collection in TSC (2025); C&C Ellen Nold Award (2023); IEEE Rudolph Joenk Award (2023). **Publications:** *Designing for Social Justice* (2025, ed.); *UX Writing* (2024); *Writing to Learn in Teams* (2023); *Keywords in Design Thinking* (2022, ed.); *Design Thinking in Technical Communication* (2021); articles in *CCC*, *C&C*, *TCQ*, *JTWC*, *JBTC*, *IEEE TPC*, and more.

**Program Contributions:** Stage 1 & 2 reviews; Queer Caucus sponsored

panel co-chair; CCCC workshops & presentations.

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

CCCC has been a vital professional home by connecting me with a community of scholar-teachers committed to equity, innovation, and the future of writing. It's where I've found mentorship, shared my research, and shaped conversations that matter. The conference and its initiatives continue to energize my work in rhetoric, technology, and pedagogy.

**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 design, literacy, and technology use in writing pedagogy. I see my work as aligning closely with CCCC's mission of advancing equity and justice. I mentor emerging scholars, lead collaborative research, and advocate for student-centered practices. Drawing on my strengths in



community building and interdisciplinary innovation, I've helped shape spaces that uplift voices and foster critical engagement with the evolving conditions of writing and teaching.

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

I want to help sustain and shape CCCC as an inclusive and future-oriented organization. I want to amplify conversations around labor equity, technology in writing, and the evolving identities of writing teachers and researchers. As a member-at-large, I would serve on committees and working groups that advocate for graduate students, faculty, and those at the intersections of rhetoric and technology. I would work collaboratively to support initiatives that strengthen our field's impact and reach.



**Antonio Byrd** (he/they) Assistant professor of English, University of Missouri–Kansas City; Faculty Senator, University of Missouri–Kansas–City. **Formerly:** Chair, Social Justice at the Convention Committee; member, CCCC Executive Committee. **Areas of Expertise:** Digital literacies, race, professional and technical communication. **Memberships:** CCCC, NCTE, Conference of Community Writing. **Awards:** 2022 Richard Braddock Award. **Publications:** *Black Tech Ecosystems: How Black Adult Learners Use Computer Code Bootcamps for Liberation*; articles in *College Composition and Communication*, *Literacy in Composition Studies*, and *College English*. **Program Contributions:** Presentations at CCCC, Computers and Writing, and Conference on Community Writing.

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

CCCC has provided a space to connect with others in the mutual mission to further discipline's commitment to understand how writing works in the world. I'm always heartened to learn how so many members in this organization use their research and teaching to develop strong cultures of writing on their campuses and in their local communities. Supporting each other is especially important when political divisions stoke suspicion and distrust in higher education.

**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?**

On my campus I've worked to keep inclusive teaching practice at the forefront of my department. Despite increasing scrutiny of DEI efforts, I co-organized an inclusive reading book group with colleagues across two spring semesters. I summarized our conversations into a list of inclusive practices and distributed this to all instructors. The tides may have shifted against justice, but I believe CCCC/NCTE should continue to do good trouble for our students, faculty, and staff.

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

During my first term on the Executive Committee, I was co-facilitator for a reading circle about burnout in teaching. The series of small, intimate meetings over summer 2024 to be vulnerable and supportive taught that we need more opportunities to connect before the Annual Convention. My next goal is collaborating with others to create small virtual events for members throughout the year. Such events would be grounded in the kind of community members need right now.



**Zachary C. Beare** (he/him/his) Associate professor of English and director of first-year writing, North Carolina State University; coeditor, *Composition Studies*. **Formerly:** Chair, Braddock Award Committee; chair, CWPA Outstanding Scholarship Committee; Midwest Representative to the International Writing Centers Association. **Areas of Expertise:** WPA, writing processes, affect and emotion, queer pedagogies, qualitative research. **Memberships:** NCTE, CCCC, CWPA, Carolinas WPA. **Publications:** *College Composition and Communication*, *College English*, *Composition Studies*, *Pedagogy*, *Writing on the Edge*. **Program Contributions:** CCCC, CWPA, Computers and Writing, Feminisms and Rhetorics, SIGDOC.

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

CCCC has been my professional home for over 13 years. The organization and conference reenergize me, reigniting my excitement about research, teaching, and the discipline's possible futures. The organization's position statements and advocacy work have been essential to my work as a WPA; I draw on statements, best practices, and research published by CCCC as I advocate for curricular revisions, improved labor conditions for faculty across ranks, and better outcomes and support structures for 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?**

Much of my research has centered on two areas of inquiry: (1) the emotional experiences of writing for publication, and (2) the factors that motivate individuals to leave academia. These projects have investigated the ways our profession has often been hostile to diverse voices. I am interested in working to create a professional organization that is welcoming to historically marginalized individuals and in improving the lives and working conditions for all members of the profession.

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

I feel indebted to this organization and want to give back to an organization that has given so much to me. I also recognize my relative privilege. Post-tenure, in this mid-career moment at an R1 with a light teaching load, I have the time available for this sort of professional service, and I feel I have a responsibility to help address pressing concerns and advocate for faculty, students, and the value of our disciplinary expertise.



**Laura J. Panning Davies** (she/her) Professor of English, State University of New York (SUNY) at Cortland. **Formerly:** Director of Writing Programs, coordinator of English Education Programs, and chief of staff at SUNY Cortland; assistant professor and first-year writing director at the United States Air Force Academy, Colorado Springs. **Areas of Expertise:** Writing pedagogy, writing teacher pedagogy, writing program administration, informational literacy, school-university partnerships. **Memberships:** Executive Board, SUNY Council on Writing; NCTE, CCCC, ELATE, CWPA, CFSHRC. **Awards:** ACE Women's Leadership Mentorship Program (2022). **Publications:** First-year writing textbook for commercial publisher; articles in *Composition Studies*, *WPA: Writing Program Administration*; *Composition Forum*. **Contributions:** Presentations at CCCC, NCTE, CEL, MLA.

*Writing Program Administration*; *Composition Forum*. **Contributions:** Presentations at CCCC, NCTE, CEL, MLA.

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

CCCC's Annual Convention was the first conference I ever attended, and since then, I have turned to the organization for support, community, and inspiration. I have met and been mentored by so many fellow teacher-scholar-activists through CCCC: at the Annual Conventions, in reviewing for CCC, and through my CCCC committee work, including the Research Impact Award Committee, the Scholars for the Dream Award Committee, the Technical and Scientific Communication Awards Selection Committee, and the Chairs' Memorial Scholarship Selection Committee.

**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 discovered the field and CCCC through teaching, and students and teachers remain at the focus of my teaching, research, and administration. My work prioritizes issues of access and equity: I have secured grants for comprehensive writing support for students, led professional development for new and contingent faculty, built school-university partnerships, and created applied learning opportunities with local non-profits. I advocate for students and teachers by building trusting relationships within and beyond the university.

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

It's easy right now to be skeptical of institutional power. Yet I believe that disciplinary organizations like CCCC can leverage our power and collective expertise to lead national conversations about writing, language, literacy, and accessible, equitable higher education. If elected to this office, I will bring my experience building connections to the national scale, strengthening CCCC's partnerships with other disciplinary organizations and influencing state and federal policies that shape our students' and teachers' daily lives.

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



**Kristin Bennett** (she/her) Assistant professor/director of technical/scientific writing at University of Oklahoma; CCCC Disability Studies Standing Group webmaster; *Communication Design Quarterly* book review editor. **Formerly:** Assistant professor at SHSU; CCCC Disability Travel & Technical/Scientific Communication Awards Committees. **Areas of Expertise:** Technical and professional communication and disability rhetorics. **Memberships:** NCTE, CCCC, IEEE, ATTW, SigDoc, RSA. **Publications:** *Technical Communication Quarterly*, *IEEE Transactions*, *Journal of Business and Technical Communication*. **Awards:** 2025 OU New Faculty Fellowship; 2024 CCCC Technical & Scientific Writing Award: Best Article Qualitative/Quantitative; 2021 CCCC Disability Travel Award. **Conferences:** CCCC, SigDoc, ProComm, RSA.

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

CCCC has introduced me to scholars in technical and professional communication and disability studies across the field and has allowed me to think more critically about my research and pedagogical practices. Specifically, the CCCC Disability Studies Standing Group has made CCCC much more enjoyable and comfortable for me by creating a space for connecting with other disabled scholars and sharing our collective experiences at CCCC and within academia more broadly.

**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 promote equity and justice by emphasizing the intersectionally dynamic nature of disability access. Using methods like universal design and user-experience design, my classes center student perspectives and experiences. As a teacher/mentor, I provide transparent and supportive feedback to help individuals navigate academia's hidden curriculum, and I validate methods and perspectives that challenge disciplinary boundaries. My research rejects ableist professional norms and offers methods for teachers, scholars, and practitioners to understand, resist, and transform them.

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

As someone who often experiences discomfort in academic conferences and spaces, I'm excited at the opportunity to strategize ways to make CCCC and the broader field of writing studies more accessible for disabled individuals. Specifically, I would like to apply my research and teaching experiences to facilitate a more inclusive and intersectional understanding of conference CFPs, presentations, discussions, and events. I look forward to expanding my own knowledge of accessibility by collaborating with other committee members.



**Elena Kalodner-Martin** (she/her) Incoming assistant professor of English at Ohio State (beginning 07/2025); Committee for CCCC's Disability Travel Awards; ATTW Graduate Research Awards; associate editor, *TC Social Justice*. **Formerly:** Adjunct instructor, Tufts University; co-chair, CPTSC Graduate Student Committee. **Areas of Expertise:** Technical and professional communication (TPC), rhetoric of health and medicine, disability studies. **Membership:** CCCC (RHM Standing Group; Disability SIG), ATTW, CPTSC, CFSHRC. **Awards:** CCCC Outstanding Dissertation Award in TPC, CFSHRC Presidential and C&W Hugh Burns Dissertation Awards. **Publications:** *Surveillance & Society*, *Technical Communication*, *enculturation*; chapter in *Routledge Handbook on TPC* (forthcoming). **Program Contribution(s):** Presentations at CCCC, SIGDOC, ATTW, C&W.

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

CCCC has provided a professional home by offering a space to connect my research in disability justice and health communication with the writing community. Through this, I have learned strategies for making my community work, pedagogies, and research practices more equitable and accessible. The Disability and College Composition Travel Award, in particular, has provided invaluable opportunities to attend CCCC as a graduate student, deepen my scholarship, and engage with like-minded professionals in advancing accessibility initiatives.

**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 incorporates disability justice principles into course and research design, focusing on accessible, inclusive practices. Drawing on my experiences with disability, I provide diverse communication modes and strategies that support all students and participants in meaningful and equitable engagement. This approach reflects my commitment to advancing accessibility as both a policy and practice, aligning with CCCC's mission to empower communicators and promote equity in academic and professional spaces.

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

I am seeking a position on this committee to further advocate for accessibility and equity within CCCC and the writing studies community. My background in disability justice and health communication equips me to contribute to revising the *Disability Studies in Composition* position statement, incorporating the latest best practices for inclusivity. I aim to expand the statement to address the academic job market and to collaborate on Convention Access Guides, ensuring expanded opportunities for all attendees' participation.



**Kathleen Lyons** (she/her/hers) Assistant professor of rhetoric & composition, Fairleigh Dickinson University (FDU); assistant director of Foundational Writing, FDU. **Formerly:** Chair & vice chair of Writing Program Administrators—Graduate Organization (WPA-GO), 2021–2023; WPA-GO chair of Accessibility Committee, 2020–2021; WPA-GO co-chair of Mentoring Committee, 2021–2022. **Areas of Expertise:** Accessibility, disability studies, disability rhetoric, digital media & multimodality. **Memberships:** CCCC, Disability Studies Standing Group, Council of Writing Program Administrators, Rhetoric Society of America (RSA). **Program Contributions:** Presentations at CCCC in 2025, 2023, 2022, and 2021; presentations at RSA 2022, 2024; presentation at International Writing Center Association Conference in 2019.

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

I found my professional home at CCCC by sharing space at the Access Table during the Annual Convention. It's a place where I rest, collaborate, and plan accessibility with others. My first experience of care-full access in an academic setting was during the 2019 CDICC meeting in Pittsburgh, where



members shared their experiences participating in the conference. Sharing experiences led to the sticky-note protest and cultural changes in access at CCCC.

**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 foregrounds accessible multimodal composition in two ways that align with CCCC's mission and vision for equity and justice: (1) I create flexible online spaces for collaboration, and (2) I share an interdependent model for accessible communication that welcomes and reminds participants to communicate in different modes and languages. Previously, I used these methods to co-organize WPA-GO's first (and now annual!) fully online Graduate Research Series and coauthor the accompanying Access Guide for presenters.

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

Over the past six years attending CDICC meetings and participating in the Disability Studies Standing Group, I have learned how to be a colleague accountable to shared access. Increasingly, the calls for virtual access to conferences represent intersecting social justice interests that CCCC needs to address. During my time in office, I would aim to increase virtual offerings and contribute to future financial, logistical, and relational planning for accessible online conference participation.



**Carolyn M King** (she/her) Assistant professor of English (writing studies) & director of WAC/WID and Stem Initiatives for the Writing Center, Old Dominion University, Norfolk, VA. **Formerly:** Assistant professor of English and WPA, Salisbury University, Salisbury, MD. **Areas of Expertise:** Reading theory and pedagogy; disability rhetoric; writing program administration. **Memberships:** CCCC, CWPA, IWCA, (previously, WPA-GO). **Awards:** President's Diversity and Inclusion Champion Award, Salisbury University; Outstanding Faculty Advocate, Disability Resources Center, Salisbury University; CCCC Program of Excellence Award, Salisbury University Writing Program (2024). **Publications:** *CCC, College English, Composition Studies, Pedagogy, Praxis, Prompt.*

**Program Contributions:** Presentations at CCCC, Watson, CWPA, IWCA-NCPTW; CCCC Reading SIG co-chair.

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

CCCC was my introduction to writing studies; it was where, as a first-year MA, I realized that writing is a discipline—and, in fact, *my* discipline. As my professional identity developed, CCCC taught me that there are many ways to “academic.” Consistently, CCCC draws me because of the generosity of members and their enthusiasm to talk about how we can expand and nurture students’ writing (and reading!). Put simply, it helps me continue to evolve.

**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?**

While I don't claim disability studies as my primary scholarly focus, I was gratified to be asked to run for this position because of my belief in the deep connection between access and excellence that informs and shapes my work. In my teaching and scholarship, I seek to make literacy practices discernable, which necessitates drawing attention to positionality and access. For CCCC to continue to evolve, we need increased membership, participation, and forms of access.

**What is your rationale for seeking office? What will you accomplish while in office?**

Access is ever evolving and relational; it requires collective action, listening to understand needs, and creative imagination to evolve practices and norms. I would use my time in office to encourage thinking about how we can expand access and build engagement in new ways—both through the Annual

Convention but also more broadly. As challenges at our home institutions with funding, with right-wing and anti-democratic stances (and more) grow, collaboration and community become increasingly important.



**Charles McGregor** (he/him/they/them) Lecturer III of writing & language studies (2015–present), University of Texas Rio Grande Valley (UTRGV). **Formerly:** Teaching assistant at University of Texas Pan-American, 2013–2015; Writing Centers tutor at South Texas College, 2012; US Peace Corps volunteer (ESL Teacher), 2010–2011; Writing Center tutor at Florida Southern College, 2009–2010. **Areas of Expertise:** Queer theory, disability justice, first-year writing. **Award:** Southwest Popular/American Culture Association (SWPACA) Travel Award, 2022. **Publications:** Assignment activity published in *Writing Spaces 3*; chapter published in *Beyond the Frontier: Innovations in First Year Composition, Volume 3*; current coeditor of *Young Scholars in Writing*.

**Program Contribution:** Workshop presented at CCCC 2025.

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

CCCC has provided a professional home where I can advocate for disability justice in composition studies while working in solidarity with both undergraduate and graduate students. It's one of the few spaces where conversations about access, inclusion, and equity intersect meaningfully with research and pedagogy. I'm especially committed to amplifying undergraduate research—particularly from first-year students—and CCCC offers both inspiration and practical models for creating spaces that can be applied at my institution.

### **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 lecturer at UTRGV, one of the nation's largest HSIs, I actively advocate for linguistic justice by encouraging students to write in the languages and dialects that reflect their identities and communities, pushing back against dominant academic norms. This work helps foster research spaces where multilingual inquiry is valued. My strengths lie in creating inclusive, student-centered environments that challenge academic norms and elevate underrepresented voices.

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

As I complete my doctorate grounded in disability justice theory, I'm seeking this office to help translate theory into practice. I want to expand access for disabled students and scholars by advocating for greater visibility, support, and inclusion both within CCCC and in composition classrooms. My goal is to help build structures that amplify disabled voices and ensure they have the resources and recognition to pursue the research that matters to them.



**Melissa Helquist** (she/her) Professor of English, linguistics, and writing studies at Salt Lake Community College. **Formerly:** Writing coordinator, Knox College; director, SLCC Community Writing Center; CCCC Website Design Task Force (member, Phase I; chair, Phase II), CDICC member. **Areas of Expertise:** Accessibility/disability, writing centers, community writing. **Awards:** CCCC Research Initiative (2013); NEH Summer Institute Director (2018). **Publications:** *English Journal*, *PraxisWiki*, *Strategic Discourse: The Politics of (New) Literacy Crises*. **Program Contributions:** Presentations at CCCC, TYCA-West, Net Inclusion, Conference on Community Writing.

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

CCCC has supported my research, provided opportunities to collaborate with (and be inspired by) colleagues, and created space to address accessibility in higher education.

### **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 an active accessibility practitioner, working with a variety of academic and nonprofit organizations to provide training and support. A few examples include Digital Accessibility Practitioner training facilitator for SLCC faculty, Utah Digital Opportunity Network member, and trainer for NTEN. I am passionate about disability inclusion, especially in terms of literacy practices, and my primary activities focus on training and practical guidance.

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

I value CDICC's work, and I've been involved as both a committee member and volunteer for many years. I would like to support ongoing efforts to ensure conference accessibility, encourage progress on much-needed website updates, and continue addressing the needs of disabled scholars and students.

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



**Wyatt Paige Hermansen** (they/them/theirs) Associate professor of English and coordinator of the Program in Composition, Westfield State University, MA. **Formerly:** Member, CCCC Task Force on a Statement on Online/Social Media Engagement for Academic Purposes; co-chair, CCCC Lavender Rhetorics Award for Excellence in Queer Scholarship Selection Committee (2025), and member (2023 and 2024); member, CCCC James Berlin Dissertation Award Selection Committee (2019, 2023, and 2024). **Areas of Expertise:** Composition pedagogy, rhetoric of education policy. **Memberships:** NCTE. **Publications:** *Composition Studies* (forthcoming); *Rhetoric & Public Affairs*. **Program Contributions:** Presentations at NCTE and

CCCC.

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

Since I attended my first Convention as a graduate student in 2015, CCCC has connected me with scholars, teachers, and activists who share my commitment to supporting students and building community around shared values. It's created a space where I've grown as a teacher and scholar alongside mentors and collaborators and felt energized by the collective work of imagining a more inclusive future for our 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 teaching and program leadership, I work to center marginalized voices and support first-generation college students. As a queer, nonbinary scholar, I bring a lived commitment to equity into the work I do as a teacher, scholar, and activist. My work on award committees and task forces has helped elevate queer scholarship and shape conversations about how folks in our field can engage in digital conversations with care and accountability.

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

I'm seeking this role because I care deeply about helping CCCC live up to our values of equity and inclusion beyond paying lip service to those values. I want to support efforts that recognize and sustain the labor of scholars from historically marginalized backgrounds, create space for underrepresented voices in leadership and programming, and develop structures that allow us to respond meaningfully to harm when it happens.



**Lan Wang-Hiles, PhD** (she/her/hers) Associate professor of English, West Virginia State University; newsletter editor of Program Administration Interest Section (PAIS), TESOL International Association; board member (Higher Education Representative), West Virginia TESOL. **Formerly:** Chair, CCCC Non-Native English-Speaking Writing Instructors Standing Group. **Areas of Expertise:** Multilingualism, writing center theories and multilingual writer tutoring, nonnative English-speaking teacher identity, second language writing. **Memberships:** NCTE, CCCC, IWCA, Symposium of Second Language Writing, TESOL International, WV TESOL, NYS TESOL. **Publications:** Articles and book chapters published by MLA, Michigan University Press, Springer, Multilingual Matters, WAC Clearinghouse, Brill, Utah State University Press, IGI Global, *NYS TESOL Journal*, *Journal of Education, Language, and Ideology*. **Program Contributions:** Workshops and presentations at the above-mentioned conferences annually; business meetings for the NNEWSIs as chair of the CCCC NNESWIs Standing Group.

**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 challenges we face, CCCC also supports us with coping strategies and professional growth opportunities. Being a nonnative English-speaking writing instructor (NNESWIs), I feel I am included and settled here because my transnational, translanguaging, multicultural experiences and pluralistic rhetorical knowledge are valued. At CCCC, my voice is heard 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 with over 20 years of transnational work experience in higher education, and teaching at an HBCU, serving as the former chair of the NNESWIs Standing Group for CCCC, I believe what I have been doing 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, continue speaking for them with equality in academia, especially during the current trying time.

**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, and prolific publications on the topics of nonnative English-speaking teachers and multilingual students are my unique strengths and qualifications for this office position. I will continue to advocate for students’ and teachers’ racial, cultural, and linguistic equality, making our voice 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.



**Caleb González** (he, him, él) Assistant professor of writing and language studies, University of Texas–Rio Grande Valley; co-chair, CCCC Creative Writing Standing Group. **Formerly:** Consultant for Equity & Inclusion, The Institute of Teaching and Learning (TILT) at Colorado State University. **Areas of Expertise:** Writing program administration at Hispanic-Serving Institutions (HSIs). **Memberships:** NCTE, CCCC. **Awards:** K. Patricia Cross Future Leaders Award of the American Association of Colleges & Universities (AAC&U). **Publications:** *Adapting the Past to Reimagine Possible Futures*, coeditor; *Making Administrative Work Visible*, chapter coauthor; *Autoethnography for/as Writing Studies*, chapter coauthor. **Program**

**Contributions:** Presentations at CCCC, IWAC, MLA.



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

CCCC has been a professional home for me in understanding the many areas where I can enact my commitments to advancing equity and inclusion in the profession. It was at CCCC where I learned that writing studies can happen in many different areas, including archiving, labor studies, and examining organizational-level practices, all of which impact the ways in which writing is taught and studied in higher education.

**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 is about what it means to support writing through the lens of equity and inclusion, including at Minority-Serving Institutions (MSIs). I am drawn to CCCC's mission and vision, which includes advocating for students, teachers, and programs in supporting language and literacy in spaces of education. My strengths include listening to and collaborating with others and taking leadership when needed, all to ensure that my words do not remain as words alone.

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

I am learning about this committee at a time when systematic attacks on equity and inclusion have been increasingly visible and felt at the most local levels of education. I look forward to building on existing infrastructures related to working across CCCC's groups to advance equity and inclusion in the discipline. I also look forward to finding collaborations that support students and teachers who are feeling the pressures of our current political era.



**Nattaporn Luangpipat** (she/her) Assistant professor, Northwestern University in Qatar; member, CCCC Accountability for Equity and Inclusion Committee. **Formerly:** Outreach coordinator, UW-Madison Writing Center; co-director of the First-Year Tutorial Program, UW-Madison; English instructor at a university for four years. **Memberships:** CCCC, RSA, Association of Asian Studies (AAS). **Awards:** CCCC Scholars for the Dream Travel Award (2024); P.E.O. International Peace Scholarship (2020); Fulbright Foreign Language Teaching Assistant (2017). **Publications:** *Literacy in Composition Studies* (forthcoming); *Heritage Language Journal*; *College English*; *Journal of Global Literacies, Technologies, and Emerging Pedagogies*; *Language Education and Acquisition Research Network Journal*. **Program Contributions:** Presentations at CCCC, AAS, IWCA.

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

CCCC fosters a sense of belonging and supports my professional growth. As a scholar in composition and rhetoric—a field often underrepresented—CCCC conferences, workshops, and communities provide me with respectful and welcoming spaces to share my work and connect with like-minded individuals. CCCC is where I learn from scholars across all career stages and disciplines who care about writing, language, composition pedagogy, and literacy—topics I am passionate about.

**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 addresses linguistic suppression and its effects on language ideology and literacy practices, foregrounding minority stories. My teaching aims to build students' confidence and foster a welcoming writing community. In addition to experiences in the US and abroad, which have equipped me with valuable insights into culturally sensitive communication, my current role at Northwestern University in Qatar and my research in Southeast Asia position me uniquely to share and invite different perspectives to CCCC.

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

My motivation to join this committee comes from witnessing the transformative power of inclusive spaces and practices. I am passionate about ensuring that all voices, especially from marginalized communities and minorities, are heard and valued. I look forward to collaborating to promote diverse, equitable, and inclusive platforms for CCCC members. One of my goals is to expand CCCC's reach beyond the US and amplify underrepresented voices, particularly from the Global South.



**Asmita Ghimire** (she/her) PhD candidate, University of Minnesota Twin Cities; co-chair, CPTSC; former membership coordinator, Global and Non-Western Rhetoric Standing Group. **Areas of Expertise:** Linguistic justice and students' identity in AI and digital platforms, international and transnational technical and professional communication, global public policy, transnational feminist methodology. **Memberships:** CCCC, SIGDOC, CPTSC. **Publications:** Articles in *Academic Labor: Research and Artistry*, *Computers and Composition*, *Technical Communication Quarterly*, *Technical Communication and Social Justice*; book chapters in *Creating a Transnational Space in the First-Year Writing Classroom* and *#TheOtherMeToos*.

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

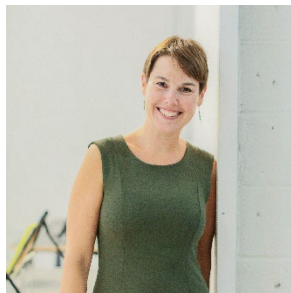
CCCC has been my professional home since I entered the US as a graduate student in 2019. My early scholarship focused on linguistic justice and composition, which I expanded to studying multilingual student voices and perspectives in technical communication. Through participation in CCCC groups, like the Global and Non-Western Rhetoric Standing Group and the Coalition of Feminist Scholars, I have built invaluable mentoring relationships and collaborative networks. This has deepened my commitment to creating inclusive, equitable, and globally conscious practices in our 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?**

My teaching, research, and community engagement are grounded in CCCC's core commitments to equity, access, and justice. As an educator, I design classroom experiences that amplify marginalized voices and encourage students to create purposeful, real-world artifacts with transnational audiences in mind. My personal strengths—being multilingual, navigating multiple academic systems, and having firsthand experience of colonial legacies—enable me to advocate for students and scholars whose perspectives are often overlooked. My leadership within GNWR and contributions to feminist and social justice scholarship have already helped broaden the field's scope.

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

I believe the current "hype as well as havoc" around AI and other generative AI platforms has brought new challenges—perhaps a new terrain of injustices—for international and marginalized students. My goals while in office would be to strengthen support for international and marginalized students and scholars, basically to center their ("our") voices, promote equity-based curricular innovations, and enhance CCCC's role in critical conversations about technology, policy, and rhetoric in local and global contexts.



**Maria Novotny** (she/her) Associate professor of English, UW-Milwaukee. **Present:** Coalition of Community Writing Program Planning Committee; Coalition of Feminist Scholars in the History of Rhetoric and Composition Advisory Board member. **Formerly:** Executive Committee member (2021–2023); SJAC Committee member (2020–2023); Local Arrangements Committee (2020); co-chair, Social Justice Action Committee (2020); Stage 1 CCCC reviewer. **Areas of Expertise:** Reproductive justice rhetorics & community-engaged projects. **Member:** CCCC/NCTE, RSA. **Awards:** Gloria Anzaldúa Award (2015). **Publications:** Articles in *Community Literacy Journal*, *Computers and Composition*, *Peitho*, *Reflections*, *Rhetoric Review*, *Rhetoric of Health & Medicine*, *Writers Craft & Context*.

*Rhetoric of Health & Medicine, Writers Craft & Context.*

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

CCCC has been integral to my professional development from when I first attended the Convention as an MA graduate student to my current position as a faculty member working with graduate students as they prepare their professional identities. It is an organization and conference that guides how I advocate for the discipline at my institution and informs the direction of my own research and teaching.

**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 expertise is centered in community-engaged projects. These projects are guided by community members and involve the teaching and practicing of reciprocity, relationality, and critical inquiry about university-community relations. I have integrated my commitment to collaborating with those outside of the university to my work with CCCC as the 2020 local arrangements chair. My coauthored publication "Social Justice Conference Planning for Writing Studies: Frameworks, Triumphs, and Challenges" also speaks of my contributions in depth.

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

While we have scholars actively doing work to highlight equity and inclusion, our own disciplinary approach to structural organization can fall short of protecting this work. As someone with a wealth of CCCC knowledge and involved in ancillary organizations like CCW and CFSHRC, I will draw on these networks to develop a culture that solidifies these commitments for equity and inclusion into CCCC's structure. Such work is vital given legislative threats against higher education.



**Kevin Lamkins, PhD** (he/him/his) Professor of English, Connecticut State Community College: Capital. **Areas of Expertise:** Basic writing, first-year composition, antiracism, whiteness, teacher identity, linguistic justice.

**Publications:** *Critical Pedagogy in the Language and Writing Classroom*, chapter author; *Journal of Basic Writing*, author (forthcoming); *Radical Transparency*, chapter coauthor (forthcoming). **Program Contributions:** Presentations at CCCC, TYCA Northeast, Connecticut Coalition of English Teachers.

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

CCCC has been a prominent part of my teacher-scholar journey since pursuing my PhD. In the past three years, I have presented twice. First, I copresented about the experience of being graduate students during faculty retrenchments. This year, I presented at the Teacher-to-Teacher forum. Though I had attended CCCC before, my newfound identity as a doctoral student and now teacher-scholar has made the conference all the more valuable for my scholarly and pedagogical interests.

**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 and scholarship focus on equity and antiracism. I have worked for over 15 years at an urban HSI community college. I work to make students the center of their learning, positioning them as creators of knowledge whose language repertoires are assets. I have also engaged in reflexivity, critically reflecting on my own white teacher identity and its impact on my teaching, especially with the majority nonwhite and multilingual population of my school.

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

I want to give back to CCCC, which has had such an impact on my doctoral studies and teaching. As a proponent of equity and antiracism, I feel it's important to put my money where my mouth is, and I'd like to help CCCC be a more equitable organization. I hope my focus on white teacher identity and reflexivity can help white writing teachers understand the ways their identities can affect their teaching.



**Traci Gardner** (she/her) Instructor of technical & scientific communication, Virginia Tech; DEI Committee, Association for Writing Across the Curriculum (AWAC). **Formerly:** Online publications developer, ReadWriteThink and NCTE; director, Instructional Services, The Daedalus Group. **Areas of Expertise:** Technical communication, digital composing, AI integration. **Memberships:** CCCC, NCTE, AWAC, Global Society of Literacy Educators (GSOLE), Association of Teachers of Technical Writing (ATTW), Council of Writing Program Administrators (CWPA). **Awards:** Technology-enhanced Learning and Online Strategies Faculty Innovation Fellow (2025); CCCC Committee on Computers and Composition Technology Innovator Award (2017).

**Publications:** *Designing Writing Assignments*; news editor, WAC Clearinghouse; various articles and lesson plans on digital composing. **Program Contributions:** Presentations at CCCC, NCTE, Computers & Writing Conference, GSOLE Conference, International WAC Conference, WPA Conference, ATTW Conference.

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

CCCC has grounded me as a writing teacher. Early in my career, its sessions and publications helped me understand what inclusive, student-centered teaching could look like. I return to CCCC resources frequently to learn from colleagues who challenge and inspire me, especially those doing equity-driven work with digital technology. CCCC reminds me that I'm not alone—that teaching, especially with care and conscience, is both intellectual labor and a form of social justice.

**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 teaching, I center equity through inclusive assessment, reflective writing, and critical engagement with digital technologies. I've implemented ungrading practices and developed tools that help students document their writing processes. Beyond the classroom, I support writing teachers by curating international announcements and building a site on teaching Writing Across the Curriculum with AI. My work reflects CCCC's mission by combining practical pedagogy with a commitment to justice, access, and community-building in the profession.

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

Given the need to welcome and support members of all backgrounds as they teach diverse student populations, the Accountability for Equity and Inclusion Committee plays a critical role in ensuring that CCCC provides members with the resources to make a positive impact in every classroom and community. I'm seeking this office to help expand access to equity-driven teaching tools, amplify the work of underrepresented scholars, and sustain spaces where all members feel valued and heard.

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**Nominating Committee  
(Vote for five)**



**Estee Beck** (she/her) Director of the Merritt Writing Program in the School of Social Sciences, Humanities and Arts, and associate professor at the University of California Merced. **Formerly:** Technology Innovation Award coordinator for CCCC Committee on Computers and Writing (2015–2021). **Areas of Expertise:** Computers and writing, critical digital literacy, privacy, and surveillance. **Membership:** NCTE/CCCC. **Publications:** Coeditor of *Privacy Matters: Conversations about Surveillance Within and Beyond the Classroom* (UP Colorado); articles in *Journal of Interactive Technology and Pedagogy*, *Computers and Composition*, *Kairos*, *Hybrid Pedagogy*; and solo and



coauthored chapters. **Program Contributions:** CCCC, Computers & Writing, Feminisms and Rhetoric, AOIR.

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

CCCC has been where my scholarship, teaching, and advocacy align. CCCC established a professional home that values critical inquiry and allows us to challenge institutional benefits, constraints, and harm. I have found mentors, collaborators, and a community engaged in the political acts of writing and its labor. I have learned from the community that building a more equitable field means changing the discourse (which is essential) and the structures that define labor and belonging.

**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, teaching, and leadership foreground solutions to systemic inequities in writing instruction and institutional design. In my career teaching at HSLs, I have led equity-centered reforms in curriculum, labor, and access, particularly for first-generation and multilingual communities. I bring a justice-oriented praxis when and where I intervene as an upstander and recommend solutions to close gaps in barriers to equitable participation. I see my duty to center equity as the engine for change.

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

I seek this membership to work with colleagues to ensure that our leadership reflects CCCC's commitment to justice, labor equity, and linguistic diversity. I want to continue to see candidates whose experience, research, and teaching demonstrate transformative leadership and excellence. Or, as I would say back home in West Virginia: I want ta see folks who-a been doin' the work—teachin', studyin', and mentorin', ta lead us, ta make CCCC more right for ever'body.



**Quang Ly** (he/him) Lecturer, University of Miami; Task Force on a Statement on Online/Social Media Engagement for Academic Purposes, CCCC (2024–2025); Outstanding Teaching Award Committee, CCCC (2024–2025). **Formerly:** Documentarian, CCCC (2024, 2025); Outstanding Teaching Award Committee, CCCC (2023–2024). **Areas of Expertise:** Rhetoric/composition, first-year writing, writing pedagogy. **Memberships:** NCTE, CCCC, TESOL. **Publications:** *Journal of College Literacy and Learning*, *Journal of Media Literacy Education*, *Journal of Literacy and Technology*. **Program Contributions:** Presentations at CCCC and NCTE.

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

CCCC has provided a professional home by offering numerous opportunities to learn and grow. Through the journal articles in the flagship journal, I stay updated with the latest research. Reviewing proposals for the Convention allows me to contribute to the academic community, while serving on the task force for social media engagement has been rewarding as it enhances the organization's online presence. Each experience has been enriching, making CCCC a true professional 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?**

Teaching at a medium-sized university with a diverse population allows me to observe how students from various backgrounds learn to write, enriching my understanding of different pedagogical approaches. This experience aligns with CCCC's mission to advocate for literacy, communication, and rhetoric. Furthermore, my position grants me the freedom to experiment with innovative teaching methods. By sharing my findings through conferences and publications, I can contribute to the broader academic community, CCCC, and advance the profession.

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

I am interested in serving on the Nominating Committee because I value being part of the process of selecting diverse and qualified candidates for CCCC to ensure that all voices are represented. This role is crucial because we have the responsibility to choose individuals who will advocate for and advance the mission and vision of CCCC. In my role, I hope to increase participation by members from an array of identities, cultures, races, and institutional roles.



**Keira Hambrick** (she/her) Assistant professor of English, SUNY Buffalo State University. **Formerly:** Visiting assistant professor of technical & professional communication, Miami University–Hamilton, Ohio; writing & tutoring center director for 5 years. **Areas of Expertise:** First-year writing; teaching for transfer; antiracist pedagogy. **Memberships:** CCCC, CWPA, GSOLE. **Award:** 2024 CWPA Graduate Award for Writing in WPA Studies. **Publications:** Forthcoming chapters in *Multimodal Transfer Pedagogy*, *Storied Practices*, *Radical Frameworks for Writing Transfer*, and an encyclopedia on Transfer; articles in *Rhetoric Society Quarterly*, *Across the Disciplines*. **Program Contributions:** Presentations at CCCC and CWPA.

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

CCCC's membership, conference, journal, and published statements are resources that I regularly lean on in my professional and scholarly work. Whether I am advocating against raising course caps or trying to problem-solve better ways to support students and contingent colleagues, CCCC offers support. The journal and conference keep me connected to cutting-edge scholarship and emerging scholars while also providing opportunities for me to mentor others and maintain relationships with colleagues from around the world.

**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 first-generation college graduate, I'm deeply interested in how writing programs can better empower and support students throughout their college experiences and beyond. Accessible and inclusive pedagogies are at the center of everything I do as a teacher-scholar. My aim is to develop research-informed tools to help more teachers and administrators practice accountability to students' diverse backgrounds and to amplify the work already being done by multiply marginalized scholars.

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

I see this role as an opportunity to give back by working coalitionally with colleagues in the profession to advocate for CCCC leadership that can guide us through attacks on education, diversity, equity, and inclusion. If elected to the Nominating Committee, I would strive to uplift candidates and leaders whose diverse roles and experiences can guide CCCC into a more broadly representative and just future.



**Ja'La J. Wourman** (she/her/hers) Assistant professor of English, Howard University; digital media editor, Computers & Composition Digital Press (CCDP); editor, *Amistad Journal*, Howard University. **Formerly:** Assistant professor of technical writing, James Madison University; Black TPC Task Force, CCCC; Digital Media Fellows co-director, CCDP. **Areas of Expertise:** African American rhetoric, multimedia, design. **Memberships:** CCCC–Black Caucus, ATTW. **Awards:** JMU Provost's Research Award, 4-VA Collaborative Research Grant, USAID-YALI Grant. **Publications:** *Beyond Borders: Faculty Perspectives* in Vernon Press (forthcoming); "Beyond the White Board" (forthcoming), *Kairos*; coeditor, *Technical Communication Quarterly*; coeditor, articles in *National Council of Black Studies*, *Spark: A 4C4Equality Journal*. **Program Contributions:** Presentations at CCCC, Computers & Writing, ATTW.

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

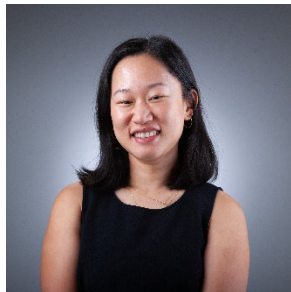
As an early career scholar, the CCCC organization has allowed me to better understand trends and discussions across disciplines, gaining insight from scholars at all levels, to bring back into the classroom and include in my own work. Additionally, the Black Caucus has provided community and space for my work and scholarship to be seen, heard, and continually amplified. Having an organization that recognizes the needs of our diverse members through affinity groups is necessary and invaluable.

**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 interdisciplinary scholar, my work aligns with the organization's mission to support diverse learners, in and outside the classroom. This can be seen through my commitment to experiential learning through study abroad across institutions. I have continued to create space and amplify Black and underrepresented voices in the field, most notably as a member of the Black TPC Task Force. This work reflects my commitment to equity and equality amongst diverse learners.

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

I am always looking toward new ways to grow in leadership and service to the field at large. As a member on the Nominating Committee, I look forward to creating opportunities to support and advocate on behalf of members of the organization. In doing so, my goal is to provide useful direction and insight that will amplify individuals and their work that is making a positive impact in the profession.



**Stephie Minjung Kang** (she/her) Assistant teaching professor of composition, University of Washington Bothell. **Formerly:** Online coordinator for CCCC Nonnative English-Speaking Instructors Standing Group, 2021. **Areas of Expertise:** Translingual writing, linguistic justice. **Memberships:** CCCC, RSA. **Publications:** *Peitho*, *Journal of Adolescent & Adult Literacy*.

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

I've been attending the CCCC Convention every year since 2017, so as an early career faculty, it's not an exaggeration to say that it shaped my researcher-teacher identity. Meeting other transnational scholars who share similar lived and professional experiences—something I didn't often encounter at the institutions where I studied and worked—was especially important. These connections helped me understand my professional identity not as lacking or marginal, but as valuable.

**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'm thinking about what really matters to me in my job as a teaching professor—empowering my linguistically diverse students with what I know about linguistic justice scholarship, much of which I've learned from and shared at CCCC. In teaching, I try to recognize the complexities and messiness of both my own and students' multilingual and multicultural identities and see them as powerful resources for self-advocacy.

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

This will be my first time appearing on the ballot (to whoever nominated me—thank you). Serving on the Nominating Committee would be a meaningful way for me to contribute. Each year, I see firsthand how CCCC continues to globalize in its membership and scholarship. I hope to bring my perspective to the governance and support its ongoing commitment to including and uplifting transnational scholars.



**Charles C. Grimm** (he/him) Assistant professor of English, Georgia Highlands College; TYCA archivist; moderator–WS-L. **Formerly:** TYCA Volunteer Committee, 2023; WPA-GO Community Building, 2019–20; CCCC documentarian; MLA Summer Institute, 2021. **Areas of Expertise:** Two-year college English; pedagogy; literacy; ghostwriting. **Memberships:** TYCA, CCCC, Sigma Tau Delta. **Awards:** CCCC Outstanding Teaching Honorable Mention; GHC Teaching Award; Faulkner University distinguished alumnus. **Publications:** CWP; Sweetland DRC Blog Carnivals; *TETYC* article under review; chapters in upcoming collections *Writing Emergencies*, *Writing Pedagogy Education in Practice*, and *Radical Transparency*. **Program**

**Contributions:** Presentations at TYCA, CCCC, SWCA, SAMLA, and Dartmouth 50th Anniversary.

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

CCCC was my early home conference to learn more about the national conversations in writing studies and network through the RNF, DALN, and TYCA national conferences. In 2025, I gave a keynote at the Teacher to Teacher after receiving an Honorable Mention in the Outstanding Teaching Award at Cs. As a moderator for the WS-L, I have also represented the work of the listserv at an action center booth and listening session.

#### **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 on classroom teaching for general education courses in composition and humanities emphasizes multiliteracies and multiple Englishes within the access mission of our college. While I must operate in my state without the use of specific words, I will not forsake pursuing a world that affords everyone access to higher education, especially the effort to expose students to multiple points of view for a more just future.

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

As a two-year college teacher-scholar, I hope to see greater representation for contingent labor and professionals outside the R1 contexts that are often overrepresented at CCCC. While research remains integral to higher education, I fear that at times the emphasis on teaching is lost or overlooked in ways that may be harmful to the very professionals who need access to our community the most.



**Todd Ruecker** (he/him) Associate professor of English and director of university composition programs, Colorado State University. **Areas of Expertise:** Writing program administration; multilingual writers; assessment and placement; high school-college transitions. **Memberships:** NCTE/CCCC, WPA, TESOL. **Publications:** Articles in various venues, including *College Composition and Communication*, *WPA Journal*, *Computers and Composition*, *TESOL Quarterly*, and others; books include *WPAing in a Pandemic* and *Beyond: Revision, Innovation, and Advocacy* and *Nonnative English Speaking Teachers of U.S. College Composition: Exploring Identities and Negotiating Difference*.

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

CCCC has been an incredible space to connect with like-minded scholars and has played an essential role in my career development. I have learned through CCCC presentations, NCTE/CCCC publications, and the various interest groups I have attended over the years. Various CCCC statements have shaped my work as a teacher and administrator, and I have drawn on these to advocate for students and faculty.

#### **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 WPA for the last 6 years, I have been shaped by CCCC's commitment toward racial and linguistic justice, letting these core values guide my research, teaching, and administrative work. I fiercely defended our teaching faculty and graduate instructors during the pandemic, have advocated for better working conditions for contingent faculty, have revamped program outcomes to align with CCCC values, and have relaxed attendance policies to account for the complex human lives at the center of our classes.

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

I would like to continue the labor of many before me in ensuring that CCCC leadership has a diversity of perspectives, including people from different racial, ethnic, linguistic, and class backgrounds, and different institutional types.



**Brenta Blevins** (she/her/hers) Associate professor of writing studies & digital studies, University of Mary Washington, VA. **Areas of Expertise:** Multimodal and digital literacy, rhetoric, and pedagogy; faculty development; emerging technologies. **Memberships:** CCCC, IWCA, NCTE, PCA. **Awards:** Digital Rhetoric Collaborative Graduate Fellow. **Publications:** *Computers and Composition*, *The Peer Review*, chapters in *Rethinking Writing Education in the Age of Generative AI*, *Unlimited Players: The Intersections of Writing Center and Game Studies*, and *Writing Changes: Alphabetic Text and Multimodal Composition*. **Program Contributions:** Presentations at CCCC, CCCC Research Network Forum, Computers & Writing, IWCA, PCA, SRCC.

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

In 2013, I attended my first CCCC Convention as a graduate student presenting at the Research Network Forum and knew I had found a professional community that values our students' voices. Generous exchanges with senior scholars, peers, and students have benefited me in our ongoing commitment to writing instruction and scholarship. I appreciate CCCC's Standing and Special Interest Groups and TYCA, IWAC, and CFSHRC connections, ensuring informed and current disciplinary conversations that support our 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?**

My teaching focuses on fostering a sense of belonging for all students in higher education, such as by supporting my university's new disabilities studies program. In my scholarship, I aim to cite widely while investigating representation in digital media and pedagogical considerations for our many students. Professionally, I strive to mentor and develop mutually informing networks to support a spectrum of voices across various institutions and including graduate student, NTT, and two-year college professionals.

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

I seek this office to contribute to the community that has supported me and other writing teachers during challenging times in higher education. My goal is to advocate for broad representation and collaboration to continue the valuable work produced by the greater CCCC community. I am committed to fulfilling this committee's charge by seeking leaders who foster disciplinary conversations and essential advocacy for the present and future composition and writing studies community.



**Christina M. LaVecchia** (she/her/hers) Assistant professor of English, University of Cincinnati; research collaborator, Mayo Clinic; chair, CCCC Outstanding Book Award Committee. **Formerly:** Director of Writing Across the Curriculum and first-year writing; *Composition Studies* editorial team. **Areas of Expertise:** Composition theories and pedagogy, scholarly editing and professionalization, research methods, health services, scientific writing, writing program administration. **Memberships:** NCTE/CCCC.

**Publications:** Coeditor, *Revising Moves: Writing Stories of (Re)making*; articles/essays in *College English*, *Composition Forum*, *Composition Studies*, *WPA: Writing Program Administration*, *Peitho*, *The BMJ*, and *Patient Education and Counseling*, among others. **Program Contributions:** Presentations at CCCC, Feminisms and Rhetorics, RSA.

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

I have considered CCCC my primary professional affiliation since I was a master's student in 2010. The organization has sustained my work and connected me to scholars who have shaped my thinking across diverse phases of my career, whether I was the lone humanist in a healthcare research unit, a fulltime-yet-contingent director of writing programs at a small teaching institution, or one of two dozen faculty teaching composition and rhetoric at a large public institution.

#### **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 scholarship directly considers issues at the heart of the CCCC mission like (1) creating the conditions for more equitable participation in field scholarship and (2) adopting methods for better gathering and synthesizing the evidence informing our teaching practices. In turn, these research perspectives impact my teaching, which aims to make course content and practices as inclusive and accessible as possible. Finally, I am deeply committed to collaboration as a scholar, mentor, teacher, and administrator.

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

The Nominating Committee presents the opportunity to open gates: to use intentional outreach to ensure that CCCC leadership is representative of and responsive to our organization's broad coalition of scholar-teachers. I am eager to engage with the Nominating Committee to collaborate, listen, and carefully consider paths forward for the organization's leadership.



**RAsheda Young** Assistant teaching professor of English, Rutgers–NB; CCCC liaison for AEPL. **Formerly:** Adjunct, NYU; chair, CCCC Nominating Committee; member, CCCC Basic Writing Committee; Basic Writing specialist, FDU; director, African American Studies minor, FDU. **Awards:** Distinguished Contributions to Undergraduate Education, School of Arts and Sciences, Rutgers–NB; Humanities Plus award, School of Arts and Sciences, Rutgers–NB; Excellence in Asynchronous Teaching, School of Arts and Sciences, Rutgers–NB; Fulbright-Hays Fellow, South Africa. **Publications:** CATESOL; *Humanizing Basic Writing through Autoethnography* (forthcoming).

**Presentations:** CCCC; University of Michigan; NYU; University of KwaZulu-Natal, Durban, South Africa; BELPaF; TESOL; Rutgers University; TYCA.

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

It is a place amongst colleagues who validate innovative forms of teaching and learning amongst composition scholars who understand the nuances of effective teaching practices. In short, I do not feel misaligned or misunderstood when I begin talking about themes related to first-year composition.

#### **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?**

A part of CCCC's mission is to advocate for "broad and evolving definitions of literacy." As such, in spring 2025 I taught a COIL assignment with instructors and scholars from Durban University of Technology, located in Durban, South Africa. Students expanded their definition of literacy by reading and responding to a short story written by Black South African women poets.

Still working within the CCCC mission of commitment "to supporting . . . diverse communicators" as the 2021–2022 CCCC Nominating Chair, I led my team in considering a range of faculty experiences and ranks for assistant chair of the Nominating Committee.

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

As a full-time untenured faculty member, I want to continue amplifying the voices of diverse faculty members who will "advocate for students, teachers, programs, and policies that support ethical and effective teaching and learning."