CONFERENCE ON COLLEGE COMPOSITION AND COMMUNICATION
2016 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.

The following nominations were made by a nominating committee elected by the membership in the summer of 2015. The CCCC Nominating Committee this year consists of Staci M. Perryman-Clark, Western Michigan University, Kalamazoo, Chair; Timothy R. Amidon, Colorado State University, Ft. Collins; Christina V. Cedillo, Northeastern State University, Tahlequah, Oklahoma; Mike Edwards, Washington State University, Pullman; and Erika Lindemann, University of North Carolina, Chapel Hill.

Please vote on the enclosed ballot and return it to the following address: CCCC Ballot, National Council of Teachers of English, 1111 W. Kenyon Road, Urbana, IL 61801-1096; postmarked no later than August 1, 2016. Please use the enclosed return envelope.

ASSISTANT CHAIR (Vote for one.)
The Assistant Chair serves on the Executive Committee for four years, succeeding to the post of Associate Chair, Chair, and Past Chair.

ASAO B. INOUE, Director of University Writing, Associate Professor of Interdisciplinary Arts and Sciences; University of Washington Tacoma. Professional Activities: Assistant Chair, NCTE College Section Steering Committee; CWPA Executive Board; CWPA Diversity Task Force; CCCC Scholars for the Dream Committee Chair; Race and Equity Steering Committee, UW Tacoma; Stage I proposal reviewer, proposal coach; NCTE Editorial Board, Studies in Rhetoric And Writing; Guest Co-Editor, College English; Editorial Board for Assessing Writing, Present Tense; WPA: Writing Program Administration, Literacy in Composition Studies, Composition Studies. Formerly: CCCC Executive Committee; CCCC Committee on Preparing Teachers of College Writing; CWPA Diversity Committee Co-Chair; CCCC Task Force on Hiring Practices; CCCC Resolutions Committee; CCCC Committee on Diversity; Stage II reviewer; NCTE/WPA Ad Hoc Task Force on Writing Assessment; CCCC James Berlin Dissertation Award Selection Committee; WASC Accreditation Executive Committee; Editorial Board, College Composition and Communication; Book Review Editor, Composition Studies. Member: NCTE, CCCC, CWPA, AASA, RSA, ACHME. Awards: 2014 Outstanding Book Award, CCCC; 2013 Provost’s Award for Excellence in Teaching, CSU, Fresno; CCCC Scholars for the Dream Travel Award. Publications: Antiracist Writing Assessment Ecologies: Teaching and Assessing for a Socially Just Future; co-editor, Race and Writing Assessment; articles in Assessing Writing, Journal of Writing Assessment, Journal of Continuing Higher Education, WPA: Writing Program Administration, Research in the Teaching of English; Composition Forum, College Composition and Communication. Position Statement: I am proud to identify myself as a former remedial English student who came out of poor public schools in North Las Vegas, who was raised by a single-mother, who took Freshman English in college and didn’t get an “A.” I am proud to have been a failure in school and in other parts of my life. Failing continued on next page

OCTAVIO PIMENTEL, Associate Professor, Texas State University. Professional Activities: CCCC Executive Committee; CCCC Technical and Communication Awards Selection Committee; Scholars for the Dream Committee; CCCC Journal (Editorial Board); Stage 2 4Cs Reviewer; Latino Caucus Member (NCTE and CCCC); National Latino/a Education Research Project (NLERAP) Committee; Bill and Melinda Gates Scholarship Committee; Hispanic Scholarship Committee; Masters in Rhetoric and Composition Committee; First-Year English Committee; Writing and Rhetoric Committee; Central Texas Writing Project; Texas State Allies Committee; Hispanic Faculty Association; Board of Reviewers: Reflections: A Journal of Public Rhetoric, Civic Writing, and Service Learning; Programmatic Perspectives; Journal of Latinos in Education; Across the Disciplines: A Journal of Language, Learning, and Academic Writing; Journal of Business and Technical Communication; Publications: Books: Palgrave Macmillan; Baywood Press. Articles: English in Texas; The Council Chronicle; Reflections: A Journal of Public Rhetoric, Civic Writing, and Service Learning; Journal of Latinos in Education; Journal of Business and Technical Communication; Texas Association for Bilingual Education. Position Statement: Professors are commonly viewed as leaders in society because of their level of education, publications, community service, among other accomplishments. In extension, professional academic organizations, including CCCCs, can serve as leading institutions in social advocacy and change. As such, CCCCs is well-positioned to address the violent rhetoric that targets marginalized groups including but not limited to: non-native English speakers, non-standardized English speakers, LGBTQ community, people of color, disabled community, and women. This negative rhetoric is so saturated in our society that even some of the 2016 Presidential Candidates have built their presidential campaigns around this hatred. While prominent characters in our society, including presidential continued on next page
is how we learn and grow, how we see that we need others, that we need the Other. But failure is just the origin of one’s growth, a lifelong process of laboring, not the endpoint. My educational journey is similar to the majority of our writing students today and will be tomorrow, given the increasing numbers of international and multilingual students coming to work next to us in our classrooms, who have more literacies than most of us. I have brought these sensibilities to my labors as a teacher, scholar, and researcher, and I’d like to bring them to serve CCCC as an officer.

CCCC needs leaders who are willing to take on explicit social justice agendas. CCCC should champion ways of teaching, learning, and understanding literacies that are free from so called “standards” and notions of racing to some fictional, Winthropian hilltop, free from the harmful ways conventional assessment and testing have damaged generations of students, erasing opportunities to fail, learn, and grow as language users, and free to expand our languages, literacies, and love for words and each other.

As an organization, we can cultivate serious social justice movements that encourage and learn from the literacy practices of everyone, regardless of the languages of our nurture, or our racial affiliations, or how we identify ourselves. We need leaders who have ideas about how to take the good work the organization has already done, such as the SRTOL, the Position Statement on Writing Assessment, and the 2016 resolution based on the Indianapolis resolution, and make them action, make them more than statements or resolutions, make them compassionate imperatives to be better, to do better, to labor in our world for others.

AJAY M. MARTINEZ, Assistant Professor of English and the Writing Initiative, State University of New York at Binghamton. Professional Activities: NCTE College Section Nominating Committee (2015-16), CCCC James Berlin Dissertation Award Selection Committee (2016), CCCC Braddock Award Selection Committee (2015), CCCC Latinx Caucus Social Media Moderator. Member: CCCC; NCTE; CCCC Latinx Caucus. Awards: Scholars for the Dream Travel Award (2007). Publications: Articles in College English, Composition Studies, Present Tense, Across the Disciplines, co-editor of Codemeshing as World English with Vershawn Ashanti Young. Program Participation: NCTE, MLA, CRCon, NWSA

Position Statement: My efforts as teacher-scholar-administrator strive towards increasing access, retention and participation of diverse groups in higher education. If elected to the CCCC Executive committee I will serve as a member aware of the rhetorics of racism within institutional spaces, and I will work to speak up for the interests of marginalized voices within our organization.

CRUZ MEDINA, Assistant Professor of Rhetoric and Composition, Santa Clara University, California. Professional Activities: CCCC Scholars for the Dream Committee; CCCC Poster Evaluation Committee. Santa Clara University English Department Executive Committee. Member: NCTE/CCCC Latina/o Caucus, Sigma Tau Delta, RSA. Awards: Chapter in CCCC Best Original Collection of Essays in Technical or Scientific Communications, CCCC Scholars for the Dream Award. Publications: Monograph Reclaiming Poch@ Pop; articles in Present Tense, Reflections, and alter/nativas; chapters in Communicating Race, Ethnicity and Identity in Technical Communication, Decolonizing Rhetoric and Composition, Latino/a Literature in the Classroom; vignette in College Composition and Communication. Program Participation: CCCC, RSA, CWCON.

Position Statement: CCC thrives when leaders are proactive about creating community through SIGs, task forces and committees where ideas are shared and future projects are planned. Leaders must consider what will bring the different generations and diverse populations of teacher-scholars together to cultivate their research, teaching and professional interests. They must think about the profession’s commitment to educating students across all levels of skill, ability and preparedness, being of service to the community, and making our work public.
GROUP II (Vote for one.)

JEFFREY R. GALIN, Associate Professor of English, Florida Atlantic University; Director/founder University Center for Excellence in Writing, WAC, and Community Center for Excellence in Writing. Professional Activities: Member CCCC Intellectual Property Committee, member Intellectual Property Caucus at CCCC; Co-Chair of International Network of WAC Consultants Board; Editorial Boards of WAC Clearinghouse, KAIROS, others. Formerly: Chair CCCCC-IP; Co-Chair CCCC-IP Caucus; member CCCC Committee on Computers and Composition. Member: NCTE, WPA. Awards: NSF grant recipient. Publications: Co-editor The Dialogic Classroom, co-editor Teaching Writing in the Late Age of Print; articles in CCC, KAIROS, Computers and Composition, and journals in social work, chemistry, honors. Program Participation: CCCC, MLA, NCTE, WPA, WAC, Computers & Writing, others.

Position Statement: My entire career has focused on institutional change, from my dissertation on the 80-year history of multicultural education to my current book project theorizing sustainability of curricular reform programs in higher education. I would value the opportunity to serve on the EC.

BUMP HALBRITTER, Associate Professor of Rhetoric and Writing, Director of First-Year Writing, Michigan State University. Professional Activities: member, RSA Media Task Force. Formerly: Lecturer, Program in Writing and Rhetoric, Stanford University; Member, Committee to revise WPA Outcomes Statement for First-Year Composition (Version 3.0); Editor, CCC Online; Member, CE Ohmann Award Selection Committee; Reviewer, CCC, RTE, Enculturation. Member: CCCC, CWPA. Awards: Richard Ohmann Outstanding Article College English (2013); Computers and Composition Distinguished Book (2013). Publications: Book: Mics, Cameras, Symbolic Action: Audio-Visual Rhetoric for Writing Teachers, articles in College English, Kairos, Enculturation. Program Participation: CCCC, Computers and Writing, Watson, CWPA.

Position Statement: I have spent my professional life building intellectual and material infrastructures for incorporating audio-visual writing into college writing instruction. I will bring these values to the EC along with my ongoing commitments to diverse learners and to inclusive teaching policies and practices.

GROUP III (Vote for one.)


Position Statement: CCCC must have a diverse compliment of leaders, who reflect the varied lifeworlds and experiences of its membership. Leaders within the organization should demonstrate a commitment to social justice, equity, and social change through intersectional dialogue across gender, sexuality, race, dis/ability, and class.

MICHELLE BACHELOR ROBINSON, Assistant Professor of English, University of Alabama; Coordinator for graduate programs in Composition, Rhetoric, and English Studies (CRES). Professional Activities: Local Arrangements Chair ACETA 2016; Annual CCCC Stage One Reviewer since 2010; Nominating Committee 2014; Local Arrangements Chair CCCC Louisville 2010. Formerly: Florida, St. Lucie County, High School English Teacher (10 years), district and state committees on assessment and curriculum. Member: CCCC, Black Caucus, Historic Black Towns and Settlements Alliance, Inc. Publications: Articles in Alabama Humanities Review, JSWE, and Peitho (forthcoming); Book, The Routledge Reader of African American Rhetoric, co-editor (forthcoming fall 2016).

Position Statement: I believe that leadership/service at any level is about assigning voice to all—every teacher and every student of writing—everywhere! I hope to bring this energetic representation to disciplinary conversations, to build on and create action plans for the work of those before me, who have actively engaged in this dialogue.
GROUP IV (Vote for one.)

MARTHA (MARTY) TOWNSEND, Emerita Professor of English, University of Missouri. **Professional Activities:** CCC Writing Program Certificate of Excellence Selection Committees; CCCC local arrangements subcommittee; WPA and Across the Disciplines editorial boards; U of Missouri Retirees Association incoming president; WAC workshop leader and consultant for institutions in the U.S. and abroad. **Formerly:** Ford Foundation literacy consultant; HERS Institute fellow; CWPA Executive Board member; U of Missouri Campus Writing Program director. **Member:** NCTE, CCCC, CWPA. **Awards:** CCC Writing Program Certificate of Excellence. **Publications:** Articles in CCC, Across the Disciplines, The WAC Journal, WPA, WAC Clearinghouse, Literature/Film Qtrly, Peitho; chapters in books by Parlor, Utah State, Oxford, NCTE, Lawrence Erlbaum, Longman, Ablex, Bedford/St. Martin’s. **Program Participation:** CCCC, CWPA, AAHE.

**Position Statement:** CCCC’s professional leaders need both vision for the future as well as awareness of the past, intellectual curiosity, openness, and a strong sense of justice, fairness, and compassion.

CHRISTINE TULLEY, Professor of English, University of Findlay, Ohio. **Professional Activities:** Co-Chair, CCCC Task Force On Cross-Generational Connections; Coordinator, CCC Newcomer’s Committee Think Tank; Praxis section editor, Kairois: Reviews editor, Computers and Composition; Director of Master of Arts in Rhetoric and Writing. **Formerly:** WPA; Director of English Education. **Member:** CCCC, RSA, CWPA, NCTE, MLA, ASHR. **Awards:** Ellen Nold Best Article in Computers and Composition (2014); CIC Seminar in Ancient Greece Fellow (2013). **Publications:** Articles in Pedagogy, Computers and Composition, Journal of Faculty Development, Journal of Writing Teacher Education, others. **Program Participation:** CCCC, NCTE, MLA, RSA, Computers and Writing.

**Position Statement:** It is time to look to underexplored areas within the field for growth and knowledge, specifically 1) the MA in rhetoric and composition 2) comprehensive private universities, regional state universities, and small non-selective colleges and 3) cross-generational spaces for collaboration among constituents including newcomers, midcareer, senior leaders, and retirees.

GROUP V (Vote for one.)

RESA CRANE BIZZARO, Associate Professor of English, Indiana University of Pennsylvania. **Professional Activities:** Co-Chair, NCTE American Indian Caucus; CCCC Tribal College Faculty Fellowship Selection Committee (Chair twice; member three times); CCCC Conference Proposal Reviewer; CCC Reviewer; CE Reviewer; multiple service work at the national and local levels. **Awards:** CCC Scholar for the Dream Travel Award; CCCC Featured Speaker (three times). **Publications:** Articles in CCC, CE, JAC, book chapters, reviews, and online publications.

**Position Statement:** CCCC benefits from leaders who have broad-ranging interests. As someone who has taught in community colleges, four-year universities, and doctoral-granting institutions, I have experiences that enable me to represent a variety of groups and advocate for their needs. Our organization requires programs that support and enrich our membership, and we must elect officials who are able to develop, institute, and support those programs.

KRISTIN AROLA, Associate Professor of English, Director of Graduate Studies, Washington State University. **Professional Activities:** CCCC Committee on Computers and Writing, Kairois and Technoculture Editorial Boards, Co-founder of Computers and Writing Hawisher and Selfe Caring for the Future Award. **Formerly:** Co-Chair CCCC Committee on Computers and Writing, Co-Chair 2014 Computers and Writing Conference. **Member:** CCCC, American Indian Caucus. **Awards:** WSU Graduate Student Most Supportive Faculty Member, Michelle Kendrick Outstanding Digital Scholarship Award. **Publications:** Co-editor, Cross Talk in Comp Theory, co-editor Composing (Media)=Composing(Embodiment), co-author Writer/Designer: A Guide to Making Multimodal Projects, articles in Computers and Composition, Harlot, The Journal of Literacy and Technology, Hybrid Pedagogy.

**Position Statement:** I believe it is crucial for leaders to listen closely and compassionately to all stakeholders, and to make decisions that honor the relations between us. I am deeply committed to fostering equity, diversity, and conversation across race, ethnicity, social class, age, gender, disability, sexuality, and rank.
GROUP VI (Vote for one.)

LAUREN ROSENBERG, Associate Professor, Eastern Connecticut State University, Willimantic (through 6/2016); Associate Professor of English, Writing Program Director, Associate Department Head, New Mexico State University, Las Cruces (beginning 7/2016). Professional Activities: NCTE Cosponsored Speakers; Discussion Leader, RNF; CCCC Stage-1 Reviewer. Formerly: Co-Chair, CCCC Feminisms Workshop. Member: NCTE, CCCC, MLA, Coalition of Women Scholars in Rhet-Comp, Veterans Studies Editorial Board. Award: Connecticut Board of Regents Research Award (2016). Publications: The Desire for Literacy: Writing in The Lives of Adult Learners (NCTE/CCCC (SWR series)); articles in USA Today; Reflections; Community Literacy Journal; Writing Lab Newsletter. Program Participation: CCCC, Community Writing, Feminisms and Rhetorics, Watson. Position Statement: My goal in service to CCCC is to examine and advocate for equity through community engagement and public activism. Reaching across differences, and acknowledging and supporting under-represented populations, are objectives I would bring to my work on the Executive Committee. I will develop relationships that cross academic and non-academic settings to enhance formal and informal education.

SHEILA CARTER-TOD, Associate Professor of English, Director of Composition at Virginia Tech. Professional Activities: CCC Journal Editorial Board; Chair--NCTE Committee Against Racism and Bias in the Teaching of English; CCCC--Stage II and On-Site Selection Committees; Chair--NCTE College Selection Committee. Awards: University Scholar of the Month; Certificate of Teaching Excellence; College Diversity Award; College Diversity Grant; University Assessment Grant. Publications: Articles and/or reviews in Writing Program Administrators Journal, WLN, CCCs and Reflections, chapters in several edited collections and textbooks. Position Statement: In the midst of and in response to changing times and membership demographics, CCCC needs leaders who are willing to speak and act boldly, with and for the larger membership body--in inclusive and transparent ways. The opportunity to serve on the executive committee would allow me a chance to request, require, encourage, support, and explore wide-reaching and transparent venues for broader more inclusive membership initiatives.

GROUP VII (Vote for one.)

CHRISTINE PETERS CUCCIARRE, Associate Director of Composition, Associate Professor, English, University of Delaware. Professional Activities: Treasurer, CWPA; Policy Analyst NCTE. Formerly: Instructor, Bowling Green State University, Ohio; Adjunct, Cleveland State and Kirkland Community College; Director of Marketing Cleveland Magazine. Member: CCCC/NCTE, CWPA. Awards: 2016 University of Delaware Teaching Excellence, 2013 University of Delaware Arts and Sciences Teaching Excellence. Publications: College English, Composition Studies. Program Participation: NCTE, CCCC, Watson. Position Statement: Having had a range of faculty titles at community, urban, rural and research colleges and universities, I am now a non-tenured Associate Professor at a research institution with unique and mostly fair employment practices. I understand that the public nature of the work we do as writing teachers situates CCCC to foster an understanding of our practices and principles to many distinct audiences. This perspective, coupled with a drive for productivity and simplifying the processes to get things done, will guide any work I do for our organization.

NICOLE GUINOT VARTY, Full-time Lecturer, Wayne State University, Detroit, MI. Professional Activities: WSU Composition Executive Committee; WSU Mentoring Committee; Co-chair, WSU Composition Learning Community. Formerly: Part-time adjunct instructor, Eastern Michigan University (3 years); Eastern Michigan Writing Project Teacher Research Group. Member: NCTE, WPA, CCCC. Awards: PBS American Graduate Champion. Publications: Articles in Language Arts Journal of Michigan; interview on National Writing Project Radio. Program Participation: Presentations at CCCC, WPA, and NCTE. Position Statement: CCCC is strongest when all voices can contribute and be heard. Leaders must be listeners who can synthesize and respond with wise actions that will be most beneficial and supportive—on all levels—for members. They must also compose clear communication for non-members—those we wish to bring in to the organization, and those in positions of power we wish to address as an organization.
NOMINATING COMMITTEE
One-year term (2016–2017)

GROUP I (Vote for one.)

CHRISTIE TOTH, Assistant Professor, Department of Writing & Rhetoric Studies; University of Utah. Professional Activities: NCTE Policy Analyst; CCC Task Force on Alternative Higher Education Scorecard; TYCA Task Force on Guidelines for Preparing Two-Year College English Faculty; TYCA Research Committee; TYCA-West Executive Committee. Member: NCTE, TYCA-West, CWPA, RSA, MLA. Awards: Mark Reynolds Award for Best Article in Teaching English in the Two-Year College. Publications: Articles in College Composition and Communication, College English, Journal of Basic Writing, Assessing Writing, Composition Studies, Writing Program Administration, Teaching English in the Two-Year College.

Position Statement: CCC needs leaders who understand and respect the range of institution types, teaching and administrative roles, and areas of scholarly inquiry that make up the organization’s membership. They should be committed to fostering diversity within the profession and to serving diverse students. Leaders must be able to advocate for CCC’s constituencies and disciplinary values with various publics and policymakers.

SARAH Z. JOHNSON, Writing Center Director, Chair of First Year Composition, Academic Integrity Officer, Madison College, Madison WI. Professional Activities: Task Force on TYCA Statement on Academic Preparation of Two-Year College English Faculty. Formerly: Chair, Task Force on CCC Statement on Preparing Teachers of College Writing; Secretary, TYCA; CCC Executive Committee; TYCA Midwest Conference Chair. Member: CCC, TYCA, IWCA, International Center for Academic Integrity. Publications: Real World Communication; Articles in Teaching English in the Two-Year College, TYCASE, Midwest Messenger. Program Participation: Keynote speaker, TYCA West.

Position Statement: CCC is strongest when it embraces its identity as an organization that is both inclusive and diverse, both scholarly and action-oriented. We do our work at small private colleges, large public universities, two-year and open enrollment institutions; we teach in classrooms, writing centers, community centers, and online. The CCC nominating committee has an obligation to seek out new leaders who reflect the rich diversity of experience, expertise, and interest within our profession.

GROUP II (Vote for one.)

JAIME ARMIN MEJIA, Associate Professor, Texas State University, San Marcos. Professional Activities: CCC Exemplar Award Committee. Formerly: CCC Executive Committee, NCTE Editorial Board, CCC Journal Editorial Board, CCC Outstanding Book Award Committee, CCC Braddock Award Committee, Stage I and II reviewer for CCC. Member: NCTE, CCC, NCTE/CCCC Latino Caucus, TACHE. Publications: CCC, CE, JAC, and in several books. Program Participation: CCC, RSA, NACCS, WPA.

Position Statement: I believe I have a deep understanding of the major issues currently important in our discipline. I am familiar with the major figures working in our discipline who advance many diverse causes. I want to help place the best candidates, especially people of color. I will do my best to ensure diversity is represented on the ballot and am confident I can help insure our most important causes get addressed.

ISABEL BACA, Associate Professor of English, Director of Bilingual Professional Writing Certificate, University of Texas at El Paso. Professional Activities: NCTE College Section Steering Committee, NCTE/CCCC Latin@ Caucus, CCC Language Policy Committee, Texas Faculty Association, National Education Association. Formerly: El Paso Community College Professor. Member: CCC, NCTE, TYCA. Publications: Service-learning and Writing: Paving the Way for Literacy(ies) through Community Engagement; chapters/articles on service-learning and writing studies, language attitudes, and bilingualism in professional writing; guest co-editor, Reflections: Public Rhetoric, Civic Writing, and Service Learning; Interdisciplinary Humanities; co-editor, Bordered Writers: Lessons Learned at Hispanic Serving Institutions (forthcoming). Program Participation: CCC, NCTE, Computers and Writing.

Position Statement: As CCCM members and leaders, we must respect all the voices and literacies present in and outside our classrooms and organization. In valuing writing and its potential to bring about change, we must support each other as educators and our students in order to achieve social justice in and outside academia.
GROUP III (Vote for one.)

**AMY RUPIPER TAGGART,** Professor of English; Associate Director, Office of Teaching and Learning, North Dakota State University. **Professional Activities:** CCC conference proposal reviewer; Reflections board; manuscript reviewer, International Journal for the Scholarship of Teaching and Learning. **Formerly:** Director of First-year Writing, Director of General Education. **Member:** NCTE, CWPA, AAC&U, Coalition of Women Scholars in the History of Rhetoric and Composition. **Awards:** College of Arts Humanities and Social Sciences Outstanding Educator Award, AHSS Outstanding Service Award, AHSS Outstanding Research Award, Vogel Teaching Award. **Publications:** Guide to Composition Pedagogies; Research Matters; articles in edited collections, WPA, IJSOTL, Reflections, Michigan Journal of Community Service Learning.

**Position Statement:** As someone who has served on institutional transformation initiatives for diversity, I am committed to the groundwork it takes to nominate not just who one knows but who might best lead our organization and its various constituencies.

**LORI OSTERGAARD,** Associate Professor and Chair of the Writing and Rhetoric Department, Oakland University, Michigan. **Professional Activities:** Co-Editor of Program Profiles in Composition Forum. **Formerly:** CCC Committee; CCC Task Force on Preparing Teachers of College Writing (member); Research Initiative Grant Review Committee (chair); CCC Working Group (chair); WPA Affiliates Committee (member); Assistant Editor of WPA. **Member:** CCC, NCTE, WPA, CWSHRC. **Publications:** co-editor, In the Archives of Composition; Writing Majors; Transforming English Studies; articles in Composition Studies, Rhetoric Review; Composition Forum; Peitho. **Program Participation:** CCC, Fems/Rhets, RSA.

**Position Statement:** In a political climate that has become increasingly antagonistic toward the values of higher education, I believe CCC must continue to provide both an authoritative public voice and strong professional leadership for the discipline. As a member of the Nominating Committee, I will help to identify CCC leaders who represent the diversity of our field and who will advocate for and support all teachers of college writing.

GROUP IV (Vote for one.)

**GARRETT W. NICHOLS,** Assistant Professor of English, Bridgewater State University. **Professional Activities:** Co-chair, CCC Queer Caucus Sponsored Panel; CCC LGBTQA Awards Committee (2013-2016); Stage I & II Reviewer, CCC. **Formerly:** Co-chair, CCC Queer Caucus (2012-2015); Reviewer: CCC, enculturation (special issue on cultural rhetorics). **Member:** CCC, RSA, NCTE, MLA, CCC Queer Caucus. **Awards:** CCC Lavender Rhetorics Dissertation Award; CCC Stonewall Service Award; BSU Provost Scholar Award. **Publications:** Present Tense; Southern Literary Journal; Queer Landscapes: Mapping Queer Spaces of Praxis and Pedagogy (forthcoming). **Program Participation:** CCC, RSA, Cultural Rhetorics Conference, NWSA, PCA/ACA.

**Position Statement:** CCC must continue to elect leaders who reflect the diversity and experience of the membership as a whole. The Nominating Committee is an essential part of putting together slates of candidates who bring a diversity of experiences, identities, histories, and viewpoints, strengthening our organization for all members.

**M. MELISSA ELSTON,** Writing Center Coordinator/Assistant Professor, Northwest Missouri State University. **Professional Activities:** Member, CCC Queer Caucus, Co-Editor, The Journal of Multimodal Rhetorics. **Formerly:** CCC Lavender Rhetorics Award Committee Member; high school and junior high English teacher. **Member:** IWCA, MWCA, CCC/NCTE, RSA. **Awards:** Midwest Writing Centers Association (MWCA) Research Grant, 2014. **Publications:** Articles in Praxis, The Journal of American Culture, (dis)Closure, Atenea, Victorians, and an edited collection.

**Position Statement:** Inclusivity and accessibility are important issues to me – both personally, as a queer woman who lives with a disability, and as a point of community-focused change. We are an organization whose members represent a range of institutional sizes, settings and needs. Curricular and pedagogical reform should be undertaken in an intersectional, “listening” space (via Krista Ratcliffe’s model) in order to support our diverse constituencies, the teaching and research goals they pursue, and the students they serve.
ALEXANDRIA LOCKETT, Assistant Professor of English, Spelman College, Georgia. Professional Activities: First-Year Composition Coordinator, Freelance Strategic Communications Consultant, WJC Reviewer, Spelman English Department Social Media Marketing Manager. Formerly: Assistant to Director, First-Year Composition, University of Oklahoma; Writing Center Consultant, Penn State Undergraduate/Graduate Writing Centers; Writing Consultant, Penn State Ronald E. McNair Program; Member: NCTE, CCC, ATTW, CWPA, IWCA, RSA, SAMLA, PAML A, FemTechNet. Awards: Associated Colleges of the South Grant. Publications: Articles in Enculturation, McNair Scholarly Review. Program Participation: CCC, RSA, Computers and Writing.

Position Statement: CCC needs diverse leaders whose experience and expertise cultivates a vision for the organization that bridges the gap between teaching, research, and entrepreneurship. Leaders must be willing to develop public partnerships across disciplines, sectors, and professional types. They should also be passionate about increasing the range of undergraduate and graduate training in the field, especially foreign and computer language learning. Furthermore, leaders should have a demonstrated commitment to underserved members of the field and be willing to organize and expand research and funding initiatives that benefit CCC’s most vulnerable groups including those representing historically disadvantaged groups, adjunct instructors, and tenure-track junior faculty members.

CANDACE EPPS-ROBERTSON, Assistant Professor of Writing, Rhetoric, and American Cultures, Michigan State University; Assistant Professor of English at Old Dominion University, Virginia (August 2016). Professional Activities: Program Assistant, CCC 2010; Member, CCC Committee on the Status of Women in the Profession; Member, CCC 2016 “Taking Action Workshops” Taskforce. Member: CCC, NCTE, MLA, and RSA. Awards: CCC Scholars for the Dream, Virginia Commonwealth University’s Black History in the Making. Publications: Articles and reviews in Literacy in Composition Studies, Reflections: A Journal of Public Rhetoric, Civic Engagement, and Service Learning, Rhetoric Review, Peitho.

Position Statement: I value the work of our organization and its commitment to supporting research in the discipline, improving conditions for learning and professional development, and advocating for language and literacy education. Our classrooms are nonhomogeneous spaces and our organization must reflect the same. I am deeply committed to increasing meaningful representation from across the spectrum of our field.