Each spring, the Conference on English Education elects its Executive Committee and Nominating Committee. The following nominations were made by the 2015-2016 Nominating Committee. The CEE Nominating Committee consists of Keisha Green, University of Massachusetts, Amherst, chair; Jacqueline Bach, Louisiana State University, Baton Rouge; Alan Brown, Wake Forest University, Winston-Salem, North Carolina; Todd DeStigter, University of Illinois at Chicago; and Antero Garcia, Colorado State University, Fort Collins. Names on the ballot are presented in random order. The biographical information concerning the nominee’s experience and service to NCTE and CEE was supplied by the individual nominee. The committee’s nominations were printed in the April issue of English Education and posted on the NCTE website.

Please vote on the enclosed ballot and return it to reach NCTE, P.O. Box 3097, Champaign, IL 61826-3097, no later than June 1, 2016. Please use the enclosed return envelope.

**CEE EXECUTIVE COMMITTEE**
Term to expire in November 2020

(Vote for three of six.)

**AMANDA HAERING THEIN**
Associate professor, English education, University of Iowa, Iowa City; CEE Commission on YAL. E-board, Research in the Teaching of English, Language Arts; incoming co-editor (2017), English Teaching: Practice & Critique. Formerly: Co-chair, NCTEAR (2010); secondary English teacher.


**Position Statement:** In an era of standardization, the CEE must advocate for teacher education as a scholarly endeavor, and for teachers as intellectuals and professionals. On the executive committee, I would support English teachers and educators in developing a strong voice that opposes denaturalizing and de-professionalizing mandates, and insists on an equitable education for all students.

**KEFFRELYN D. BROWN**
Associate professor, cultural studies in education, University of Texas at Austin; mentor in the NCTE Cultivating New Voices Among Scholars of Color (2013–2014; 2014–16). Formerly: Fourth and eighth grade English teacher. Membership(s): NCTE, CEE, AERA, AESN. Awards(s): AERA Division K Teaching and Teacher Education Early Career Research Award. Publication(s): Harvard Educational Review, Teachers College Record; Race Ethnicity and Education, Teaching and Teacher Education; Black Intellectual Thought in Education: The Missing Traditions of Anna Julia Cooper, Carter G. Woodson and Alain LeRoy Locke. Program Contribution(s): NCTE, AERA, NCTEAR.

**Position Statement:** In these challenging times, critical teacher education for the cultivation of critical sociocultural knowledge and literacies for teachers and students is necessary. As a member of the CEE Executive Committee, I welcome the opportunity to advocate for strengthened teacher education and equitable student access to quality English language arts/literacy education.

**LESLEY S. HUSH**
Professor of English education, associate dean for undergraduate programs, University of Wyoming. Formerly: Co-editor, English Education (2010-2015); ex-officio member of CEE Executive Committee (2010–2015). Membership(s): NCTE, CEE English Methods Commission, Literacy Research Association. Publication(s): English Journal (forthcoming); articles in Journal of Literacy Research, Research in Reading Instruction, English Education. Program Contribution(s): NCTE, CEE, LRA.

**Position Statement:** As a long-time English teacher, English teacher educator, and member of CEE and NCTE, I firmly believe that the voices most knowledgeable about teaching and teacher education should be those with the most experience in the field; namely, teachers and teacher educators. I am committed to continuing to contribute in a respectful and collaborative way with insiders and outsiders, as our professional organizations continue the work of supporting teachers and teacher educators.

**PETER WILLIAMSON**
Associate professor, teacher education, Stanford University, faculty director, Stanford Teacher Education Program; member, NCTE Standing Committee on Research. Formerly: Associate professor, University of San Francisco; CEE Nominating Committee; executive director, Stanford’s Teachers for a New Era Initiative; middle and high school English and journalism teacher. Membership(s): NCTE, CEE, AACTE, AERA. Publications(s): Articles in English Education, English Journal, Urban Education, International Journal of Educational Research, Teachers College Record. Program Contribution(s): NCTE, AERA, AACTE.

**Position Statement:** At a time when literacy instruction and English teacher education are being reshaped by new standards, policies, and accountability measures, the CEE has new opportunities to influence the national conversation about our priorities in literacy teaching and teacher preparation. Continuing to strengthen our profession requires that CEE and the programs we represent respond to the myriad challenges facing our field by preparing English teachers who can thrive with diverse learners in a changing world.

**CHRISTIAN GOERING**
Associate professor, English education; director, Northwest Arkansas Writing Project; co-coordinator, English education, University of Arkansas. Formerly: High school English teacher; NCTE Secondary Section Steering Committee; co-editor, SIGNAL Journal. Membership(s): NCTE; editorial boards, Voices from the Middle, SIGNAL Journal. Awards(s): Klemmer Distinguished Lecturer, NBCT, WRHS Staff Member of the Month. Publication(s): Articles in Review of Education, Pedagogy & Cultural Studies, Journal of Curriculum & Pedagogy, Teachers College Record, Educational Review, English Journal, Journal of Adolescent and Adult Literacy; EduSanity, Huffington Post. Program Contribution(s): NCTE, CEE, NCTEAR, NWP, IRA, AERA.

**Position Statement:** How we prepare future teachers, teacher educators, and one another in light of the persistent attacks on our profession is of utmost concern. Great teachers are being sacrificed by a system that values a paint-by-number approach to a standardized act of teaching and learning. Of course, the same NCLB style train is currently crashing through the front gates of our colleges and universities. In the face of such mindless and well-financed attacks, it’s critical that we advocate a clear vision for the potential of the very human act of teaching, act courageously to further our vision, and work together smartly to make incremental positive changes.

**LIMARYS CARABALLO**
Assistant professor, Queens College-CUNY, program director, English education; JADL Editorial Board, Language Arts Editorial Review Board. Formerly: High school English teacher/administrative principal, CEE Early Career Award Committee; AERA Teacher Education Division Travel Award Committee. Membership(s): NCTE, AERA, AACTC, CEE Commission on Social Justice and Dismantling School-to-Prison Pipeline. Awards(s): NCTE CNV Fellow; AERA and AATC Dissertation Awards; CUNY Research Fellowships and Grants. Publication(s): articles in English Leadership Quarterly, Urban Education, Journal of Curriculum Theorizing, Journal of Curriculum & Pedagogy; co-author, Policy, Professionalization, Privatization, and Performance Assessment. Program Contribution(s): NCTE, CEE, AERA, AACTC, AACE.

**Position Statement:** The current context of standardization, accountability, and privatization limits teachers’ autonomy and creativity, and overlooks the needs of an increasingly diverse, multicultural, and multilingual student population. As a member of the Executive Committee, I would contribute to CEE’s critical leadership in the field by advancing and supporting initiatives for current and future teachers to build a more powerful and inclusive English discipline and profession.
E. SYBIL DURAND


Membership(s): NCTE, CEE, ALAN, AERA, LRA. Award(s): NCTE Cultivating New Voices of Scholars of Color. Publication(s): The ALAN Review; The Critical Merits of Young Adult Literature: Coming of Age; Beyond Borders: Queer Eros and Ethics (Ethics in LGBTQ Young Adult Literature. Program Contribution(s): NCTE, NCTEAR, LRA, AERA.

Position Statement: CEE and NCTE play essential roles as advocates for the needs and concerns of the field of English Education. The CEE Nominating Committee has the opportunity and the responsibility to select leaders who reflect the diversity of the field and are committed to equity, social justice, and innovation in teaching, learning, teacher preparation, and research. As a member of the CEE Nominating Committee, I look forward to the opportunity to collaborate with fellow English educators, to recruit a diverse leadership, and to support the organization in its continued advocacy work.

RANITA CHERUVU

Assistant professor, early childhood and elementary education, William Paterson University. Formerly: NCTE Early Childhood Assembly board member; AERA CPECE SIG secretary. Membership(s): NCTE, AERA, NAECTE, AACTE. Award(s): NCTE Cultivating New Voices among Scholars of Color. Publication(s): The Urban Review, Equity & Excellence in Education, Journal of Teacher Education. Program Contribution(s): NCTE, AERA, LRA, NAME.

Position Statement: As a member of NCTE and CEE I am committed to our organization’s goals of cultivating equitable learning opportunities and outcomes with respect to language and literacy, and English and Language Arts literacy and teacher education. Given today’s political and educational climate, it is critical that we nominate leaders who are dedicated to forefronting and honoring the work and practices of teachers and students across multiple spaces. I welcome the opportunity to serve on the CEE Nominating Committee in order to recruit and work with diverse and courageous leaders who will advocate for equitable teaching and research in P-12, post-secondary English education, and teacher education.

NOAH ASHER GOLDEN

Assistant professor, integrated educational studies, Chapman University, Orange, CA; CEE Commission on Social Justice in Education Teacher Education Programs co-chair. Formerly: Literacy coach, high school English teacher, New York City; instructor, Teachers College Columbia University and Hunter College

CUNY. English teacher education programs. Membership(s): NCTE, CEE, AERA, LRA. Publication(s): English Journal, Urban Education. Program Contribution(s): NCTE, IE/TEE/CIEE, AERA, LRA.

Position Statement: As an active member of CEE, I am proud of the work that we have begun as advocates for equity both in and through literacy teacher education. Moving forward, we must not only resist reductive and harmful policies and the corporatization of teacher education; we must continue to articulate powerful visions of literacy teaching and learning for equity. Through dialogue and solidarity, our work can continue to shape literacy learning opportunities and practices beyond the academy. If elected, I will work with others to recruit diverse leaders committed to powerful literacy learning opportunities for all students.

NICOLE MIRRA


Position Statement: As an active member of the Student Success Act (ESSA) moves forward, it is more important than ever that CEE takes a leading role in advocating for English teachers and English teacher educators. I am committed to helping our organization put forth a diverse and inspiring network of leaders to guide this work.

HEIDI HALLMAN

Associate professor, University of Kansas. Formerly: High school English teacher. Membership(s): NCTE, AERA, CEE, Award(s): CEE Research Initiative Grant, KU School of Education Faculty Award for Research, KU Award for Excellence in Teaching. Publication(s): Community Fieldwork in Teacher Education: Theory and Practice; articles: English Education, English Journal, Multicultural Perspectives, Equity and Excellence in Education, Review of Education; chapters: Service-Learning in Literacy Education, Ethical Issues in Literacy Research, Rethinking Field Experiences in Preservice Teacher Preparation. Program Contribution(s): AERA, NCTE, CEE, ITE.

Position Statement: In continuing to support the professionalization of teachers, CEE must respond to today’s challenges by preparing English teachers who are capable of both advocating for the profession and teaching all students in K-12 classrooms. CEE must position itself as a voice in promoting a just educational system for teachers and students. Further, in this politicized and standardized era, CEE must stand firm in its commitment to English teacher preparation and equitable learning environments for all children. I will recruit leaders that embrace these priorities and who will use NCTE as a platform from which to advocate for teachers and children in today’s schools.

LUKE RODESILER

Assistant professor, Indiana University-Purdue University Fort Wayne. Formerly: High school English teacher; ex-officio member, CEE Executive Committee; chair, CEE-Graduate Strand; member, NCTE/ELA Task Force on Literacy Teacher Education. Membership(s): NCTE, CEE, CEEAR, NWP, AERA. Award(s): 2016 IPFW Summer Faculty Grant, 2011 CEE Research Initiative Grant. Publications: Articles in English Education, English Journal, Journal of Adolescent & Adult Literacy, Contemporary Issues in Technology & Teacher Education. Program Contribution(s): CEE, NCTE, ITE, NCTEAR, NAME.

Position Statement: As a member of the CEE Nominating Committee, I would work to recruit a diverse range of candidates who are committed to serving as advocates for all constituents of the organization, from doctoral students and early career scholars to long-standing CEE members. It is my hope that, by seeking out such leaders, I can help to extend CEE’s rich history as an inclusive professional home for all English teacher educators.

TISHA LEWIS ELLISON

Assistant professor, language and literacy, Georgia State University. Membership(s): NCTE, LRA, NCRL, Award(s): National Academy of Education/Spencer Postdoctoral Fellowship, NCTE Promising Researcher Award, LRA F. Michael Parker Award. Publication(s): Reading Quarterly, Journal of Adolescent and Adult Literacy, LRA Yearbook. Program Contribution(s): NCTE, LRA, AERA.

Position Statement: As an active member of NCTE, I am committed to representing integrity, leadership, and advocacy for teachers and researchers in areas of English education, literacy research, and digital literacies. If elected to serve on the CEE Nominating Committee, I am dedicated to focusing on the needs that are relevant for all learners in today’s educational climate, and seek to work with leaders who have a commitment to diversity, social justice, and equity.

TREVOR THOMAS STEWART

Assistant professor, English education program leader, Virginia Tech; editorial board, Journal of Adolescent & Adult Literacy. Formerly: Executive board member, American Reading Forum; assistant professor, Appalachian State University; high school English teacher. Membership(s): NCTE, LRA, ARF. Award(s): Reich College of Education Outstanding Scholarship/Creative Activity Award, Appalachian State University. Publication(s): Articles in English Education; Journal of Adolescent & Adult Literacy; Critical Education; The International Journal of Qualitative Methods; International Journal of Dialogical Science. Program Contribution(s): NCTE, LRA, AERA, ARF.

Position Statement: As an English teacher educator, I strive to make dialogue, equity, and culture key elements of classroom environments. In an increasingly politicized and standardized educational landscape, it’s vital to foster dialogue about how students’ diverse needs, interests, and cultural contexts can inspire unity and curiosity. I welcome the opportunity to work with my colleagues and seek out leaders who can support CEE’s efforts to engage in advocacy and generate critical conversations about teaching and teacher education.